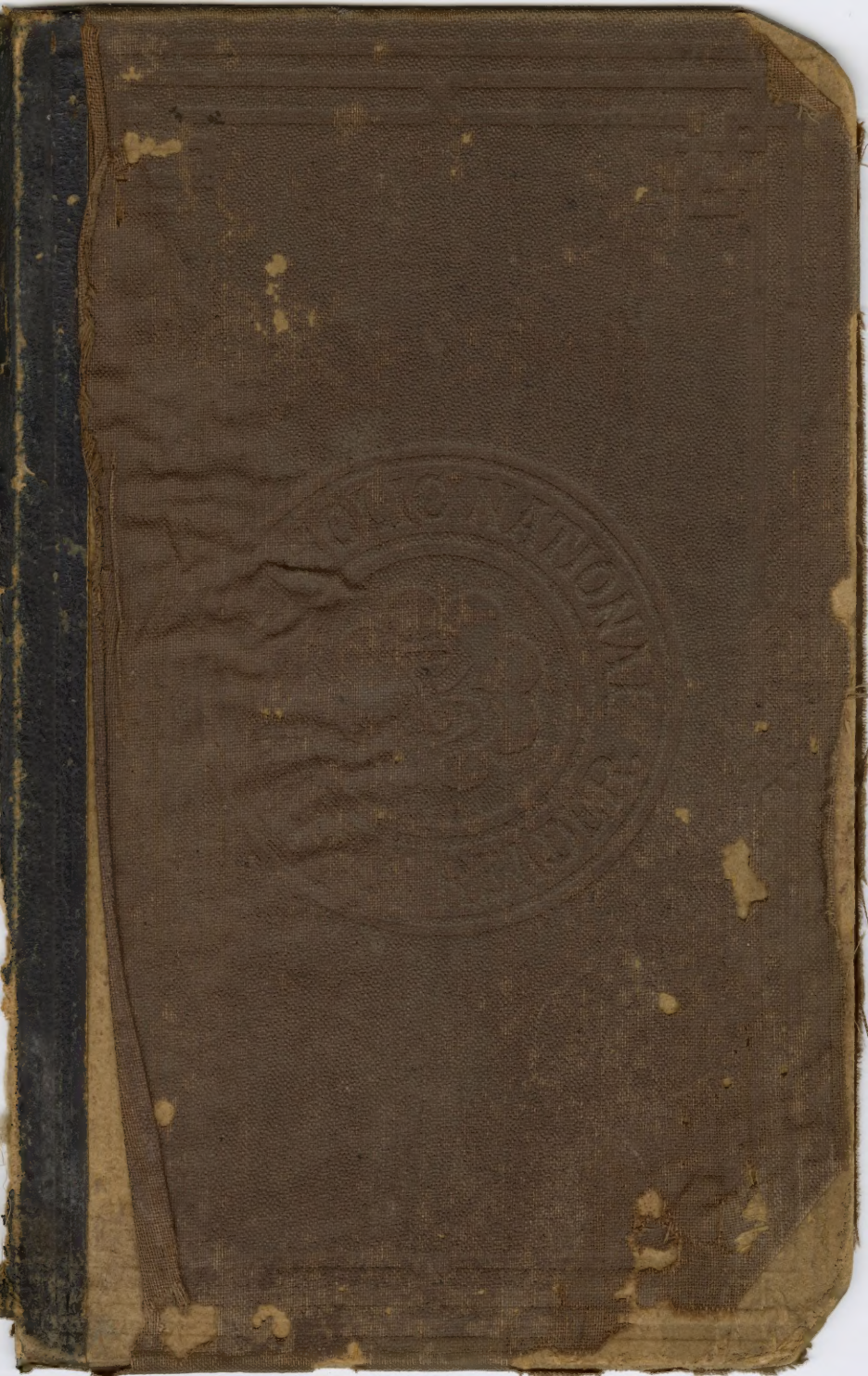

BIBLE HISTORY,

CONTAINING THE MOST REMARKABLE
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PREPARED FOR THE USE OF

THE CATHOLIC SCHOOLS IN THE UNITED STATES

BY

RIGHT REV. RICHARD GILMOUR, D.D.,

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THE VICAR APOSTOLIC OF NORTHERN MINNESOTA.

BENZIGER BROTHERS, NEW-YORK, CINCINNATI, AND ST. LOUIS.

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INTRODUCTION.

Good reading is the art of conveying to others by the voice, fully, clearly and effectively the ideas of a writer.

Distinct *Articulation*, correct *Accentuation*, and a natural *Expression*, appropriate to the sense of what is read, are the main requisites of good reading.

While *Articulation* and *Accent* affect each word by itself, the relative importance of words in sentences and of sentences as a whole is made apparent by the *Expression*, which embraces *Emphasis*, *Inflection*, *Modulation* and *Pauses*.

Every lesson should be read and explained at first by the Teacher, and studied carefully by the pupil, so that he may understand every part and word of it; for only in this way can the child enter into the feelings and sentiments of a writer, and read with the *Expression* appropriate and natural to the sense. A natural *expression* requires that the *pitch* of the voice be neither too high nor too low, but be in that key in which the reader can use his voice with most effect.

[The diacritical marks are the same as those used in Webster's Dictionary. *Italics* are used in the examples to show the part of the word or sentence to which the rule applies.]

ARTICULATION.

Articulation is the distinct utterance of the elementary sounds in syllables and words.

ELEMENTARY SOUNDS.

Tonics.

ā	ę	as in fate, weight.	ĭ	ў	as in pin, gypsy.
ă		" " fat.	ō		" " go.
â	ê	" " care, where.	ŏ	ạ	" " got, what.
ä		" " far.	o͞o	ọ ụ	" " food, do, rude.
ȧ		" " ask.	o͝o	ọ ụ	" " foot, wolf, full.
ạ	ô	" " fall, form.	ū		" " use.
ē	ï	" " me, pique.	ŭ	ȯ	" " us, son.
ĕ		" " met.	û		" " burn.
ē	ī	" " her, sir.	oi	oy	" " oil, toy.
ī	ȳ	" " pine, my.	ou	ow	" " out, owl.

Subtonics.

b	as in babe, bib.		v	as in vine, valve.	
d	" " did, odd.		w	" " way, wet.	
g	" " gag, gig.		y	" " yes, you.	
j	" " jar, join.		z	" " zone, maze.	
l	" " lake, lull.		ng	" " bring, string.	
m	" " mum, mild.		th	" " thine, with.	
n	" " nun, noun.		zh	" " azure, glazier.	
r	" " ray, rip.				

Atonics.

f	as in fame, leaf.		t	as in tone, note.	
h	" " hard, home.		th	" " thing, breath.	
k	" " keep, king.		ch	" " chase, child.	
p	" " pay, pipe.		sh	" " shelf, shake.	
s	" " same, yes.		wh	" " who, whole.	

Cognates.

b	as	in	bib	and	p	as	in	pip.
d	"	"	did	"	t	"	"	tip.
g	"	"	gig	"	k	"	"	like.
j	"	"	join	"	ch	"	"	choice.
z	"	"	zinc	"	s	"	"	save.
th	"	"	bathe	"	th	"	"	lath.
v	"	"	vine	"	f	"	"	fife.
zh	"	"	azure	"	sh	"	"	shore.
w	"	"	way	"	wh	"	"	when.

Common Errors in Articulation.

1. The omission of a sound, or sounds ; as,

an'	for	and.	readin'	for	reading.
bes'	"	best.	reg'lar	"	regular.
ev'ry	"	every.	caref'lee	"	carefully.
b'lief	"	belief.	di'mond	"	diamond.
'xac'ly	"	exactly.	s'posed	"	supposed.

2. Pronouncing silent letters ; as,

often	for	of'n.	listen	for	lis'n.
fasten	"	fas'n.	castle	"	cas'l.
soften	"	sof'n.	thistle	"	this'l.
given	"	giv'n.	almond	"	a'mond.
heaven	"	heav'n.	medicine	"	med'sin.

3. Substituting one sound for another ; as,

git	for	get.	droring	for	drawing.
borrer	"	borrow.	differunt	"	different.
injuce	"	induce.	injines	"	engines.
festuv	"	festive.	childrin	"	children.
chinee	"	china.	uppear	"	appear.

4. Adding sounds which do not belong to the word ; as,

drown*ded*	for	drowned.
mountain*i*ous	"	mountainous.
mage*r*nificent	"	magnificent.
pilge*r*image	"	pilgrimage.
preven*ta*tive	"	preventive.

ACCENT.

Accent is a peculiar stress or effort of the voice upon certain syllables of words.

In every word of more than one syllable, one of the syllables is pronounced with particular force, and this is called the *accented* syllable. Many polysyllabic words have two accents, a *primary* and a *secondary ;* as,

su′ per - in - tend′,

where the first syllable is distinguished by a stress greater than that laid on the second and third syllables, though less than that laid on the last. The last syllable, therefore, has the *primary*, the first the *secondary accent.*

Avoid false accentuation ; as,

The package, though min′ute, was quite com′pact,

for,

The package, though minute′, was quite compact′.

EMPHASIS.

Emphasizing is to give a particular force to one or more words of a sentence, or to a whole sentence.

1. Words or sentences should be *emphasized* when a contrast is to be shown, or when they are otherwise particularly important in meaning ; as,

I feel *a great deal* better.
Look on *this* picture, not on *that.*

2. The meaning of a sentence often depends altogether on the *emphasis;* as,

Do *you* ride to town to-day?
Do you *ride* to town to-day?
Do you ride to *town* to-day?
Do you ride to town *to-day?*

3. *Emphasis* often governs even the *accent;* as,

I told you to *tie* that, not to *un'tie* it.

4. Words and whole sentences are sometimes *emphasized* by pronouncing or reading them in a low measured and unvaried tone of voice, called *Monotone;* as,

The earth, the sea, the sun, the moon, the stars,
all had a beginning. *But God always is.*

5. *Slur* may be properly considered under *Emphasis*, as the subdued voice, in which it is read, helps to *emphasize* the more important parts of a sentence. The *Slur* is used in case of explanation or parenthesis.

INFLECTION.

Inflection is the rise or fall of the voice in speaking or reading.

1. The *Rising Inflection* is generally used in questions that can be answered by *yes* or *no*; while the answers, when positive, take the *Falling Inflection;* as,

Do you attend school? Yes, I do.

2. Questions which can not be answered by *yes* or *no*, together with their answers, generally take the *Falling Inflection;* as,

How old are you? I am ten.

3. In Contrasts or Comparisons the first part usually takes the *Rising*, the second part the *Falling Inflection;* as,

He follows him through thick and thin.

4. When in Contrasts or Comparisons one part is affirmed and the other denied, the affirmative takes the *Falling*, and the negative part the *Rising Inflection*, no matter in which order they are ; as,

This is not summer, it is winter.

This is winter, not summer.

This is no accident, it is God's curse.

This is God's curse; it is no accident.

5. The general rule is, that the ideas which are complete, certain, or positive take the *Falling Inflection*, while those that are incomplete, doubtful or negative take the *Rising Inflection;* as,

I know this to be the case.

I think I shall be there.

6. *Circumflex* is a *Rising* and *Falling*, or *Falling* and *Rising Inflection* on the same syllable.

MODULATION.

Modulation refers to *pitch*, *force*, *quantity* and *quality* of the voice in speaking and reading.

Pitch is the prevailing or governing note and that in which sentences are usually begun. It may be high, low or medium.

A reader or speaker should always choose that *pitch* which is most natural to him, for only by doing so will he be enabled to speak with ease and effect.

Force refers to the degree of loudness and embraces every variation of the voice from a whisper to a shout.

Quantity refers to the length or shortness of the sounds, or the movement of the voice, as slow, medium or quick.

Quality refers to the general character of the sounds, as rough, smooth, grave, sharp, harsh.

The *force*, *quantity* and *quality* of the voice should always correspond to the nature of the subject.

PAUSES.

A *pause* is a suspension of the voice in speaking or reading.

Pauses are generally indicated by punctuation marks, which have been taught in the SECOND READER. In many cases, however, where punctuation marks are not used, a *pause* is required to give the meaning clearly and effectively.

1. *Emphatic* words should generally be followed by a *pause* varying in length according to the degree of the emphasis ; as,

Who would be *free*——*themselves*——must strike the blow.

2. An *emphatic* word should be preceded by a *pause* when at the close of a sentence, or when it is an adjective immediately following the noun it qualifies ; as,

The treaty has not been signed and the result is—*war.*

It was a night—*dark and full of horrors.*

3. The subject of a sentence, especially if compound, requires a *pause* after it ; as,

That the moon regulates the tide—*is admitted.*

THIRD READER.

LESSON I.

2. **Blooms**; *v.* brings forth blossoms.
2. **Or'i-gin**; *n.* beginning.
4. **Ex-ist'ed** (egz-ist-ed); *v.* were.
5. **With'er**; *v.* lose freshness.
5. **Dis-ap-pear'**; *v.* pass from sight.
5. **Per'ish**; *v.* die.
14. **Ap-proach'ing**; *v.* coming near.
16. **At-tempt'ing**; *v.* trying.
17. **In'stant-ly**; *adv.* at once.
18. **Ca'pa-ble**; *adj.* able.

To the Teacher.—The definitions give the sense in which the words are used in the Lesson. The numbers preceding the words that are defined, refer to the paragraphs in which the words occur. Words marked thus (×) should be spelled and defined, in addition to the above.

The Greatness of God.

Pronunciation.—Say be-gin'ning, not be-gin'en; per'ish, not pur'sh; fi'nal-ly, not fine'ly; beau' (bū) ti-ful, not boo'ti-ful.

1. Everything in the world had a beginning. All the houses which you see, the towns and cities of which you have heard, were built brick by brick, or stone by stone.

2. The ×mighty oak of the forest that seems to lift its head to the clouds, as well as the little flower that blooms at its foot, had its origin in a single seed.

3. The earth itself, the sea, the sun, the moon, and the stars, all had a beginning. God ×created them.

4. There was a time when none of these things existed; but there never was a time when God was not. God always was, He is, and He always will be.

5. The hard rocks are worn away by the wind and rain; the trees wither and die; the flowers fade and disappear; the birds of the air, the beasts of the field, the fishes of the sea, all perish.

6. Even man himself ×finally returns to the dust from which he came; but God remains forever! He is from ×eternity unto eternity!

7. Besides this, God is present everywhere, and sees and knows everything. He is in heaven and in the sky, in the air, on the earth, and in the depths of the ocean.

8. He is in the shady forest and in the open plain; He is in the streets through which we pass and in the houses where we live.

9. God is in the school-room and in the church; in the shop where we work, in the city where we live, and in the lonely ×desert where no human foot has ever ×trod.

10. He is in the darkness and in the light. Go where we will, we can not hide from His all-seeing eye!

11. How great, then, must God be!

12. Saint Augustine was one day walking by the sea-shore and thinking about the greatness of God.

13. As he went along, he saw a little child sitting on the beach close by the sea. The child was dipping water from the sea with a shell, and pouring it into a hole which he had dug in the sand.

14. ×Surprised to see so young a child alone, and in such a place, the Saint approaching, said, "My child, what are you doing here?"

15. The child replied, "I am trying to empty all the water of the ocean into this little hole."

16. "You are attempting a foolish thing," said Saint Augustine, "for you will never be able to do it."

17. "It will be easier for me to do that than for you to understand the greatness of God," answered the child, and then instantly disappeared.

18. The Saint at once knew that it was an Angel who had been sent to show him how little the mind of man is capable of understanding the greatness of God.

QUESTIONS.—Had God ever a beginning? What is meant by saying God is from eternity unto eternity? Could you hide yourself from God? Why not? Relate what occurred to St. Augustine.

LESSON II.

1. **Wor'ship**; *v.* pay divine honor to.
1. **A-dore'**; *v.* love with the whole heart.
2. **Ob'sta-cles**; *n.* difficulties.
3. **Tri'umphs**; *v.* meets with success.

The Will of God.

I worship Thee, sweet Will of God!
And all Thy ways adore,
And every day I live, I seem
To love Thee more and more.

When obstacles and trials seem
Like prison walls to be,
I do the little I can do,
And leave the rest to Thee.

He always wins who sides with God,
To him no chance is lost;
God's will is sweetest to him, when
It triumphs at his cost.

Ill that He blesses is our good,
And unblest good is ill;
And all is right that seems most wrong,
If it be His sweet will.

LESSON III.

2. **A-bun' dant**; *adj.* plentiful, rich.
3. **Brush**; *n.* branches of trees.
6. **Rank**; *adj.* strong, of large growth.
10. **Thrive**; *v.* prosper, have success.
12. **Neg-lect'**; *v.* not to care for properly.
15. **Yield**; *v.* give forth, produce.
16. **Cul'ti-vat-ed**; *v.* improved by labor.
17. **Ex-claimed'**; *v.* spoke in a loud manner.

The Boy that did not like to go to School.

PRONUNCIATION.—Say be-lieve', not b'lieve; eas'i-ly (ez'i-ly), not eas'-y; ex-act'ly, not 'zact'ly; re'al-ly, not reel'ly; dif'fer-ence, not diff'rence.

1. "Father," said Willy Burke, "I don't like to go to school; I wish you would let me stay at home. See! Henry McKeon's father does not make him go to school."

2. "Come with me, Willy," said his father, "I wish to show you something in the garden. See how beautiful the peas look! How well they grow! See the vines. How clean and healthy they are! Do you think we shall have an abundant crop?"

3. "Oh, yes, father," replied Willy. "There is not a single weed near their roots; and this brush stuck in the ground, holds them up so well that they have a fine chance to grow. I believe we shall have a splendid crop."

4. "Now let us go across the road and look at Mr. McKeon's garden; we can easily see it through the openings in his fence. Well, my son, what do you think of this place? Look at these pea-vines!"

5. "Oh, father," cried Willy, "I never saw such a garden. Why, there is nothing but weeds!"

6. "Oh, yes; I see a pea-vine here and there, but the weeds are so thick and rank that they have choked the poor vines. So far as I can see, nobody has ever set anything for them to run up on. I don't see how Mr. McKeon will get enough peas to fill a dish."

7. "Now tell me," said Mr. Burke, "why there is such a difference in these two gardens. Why is this one so poor?"

8. "Because the plants were left to run wild," answered Willy. "Mr. McKeon put his peas in, but never took any pains to keep down the weeds or to train the vines on brush as other people do."

9. "Just so, my son," said the father. "Nothing that we plant will grow well without care. A garden left to itself will soon be choked with weeds and *poisonous plants, and the good seed, that has been planted, will all come to nothing."

10. "Your mind is just like a garden. I try to ×implant in it the good seed of virtue and learning, but, unless it receives proper care and training, it will not thrive."

11. "Were I to allow you to remain from school, your mind would very soon become like our neighbor's garden; for the good seeds already sown there, would become so choked with wickedness, that instead of being proud of you, as I am now, I should hang my head in shame."

12. "Do you think it would be right for me to neglect my garden as Mr. McKeon does his?"

13. "Oh, no, father!" replied Willy with ×earnestness. "I think that would be very wrong. Everybody admires your garden, it is so well kept."

14. "Well, then, my son, do you think it would be right for me to neglect you, whom I value more than all the gardens in the world, and allow you to run about the streets as Mr. McKeon allows his boy?"

15. "I send you to school that the garden of your mind may be carefully tended; that the good seed, already sown there, may spring up and grow and yield an abundant crop."

16. "Now," ×continued the father, "which do you prefer—to stay at home and let the garden of your mind be over-run with weeds, or to go to school and have this garden cultivated?"

17. "Oh, father!" exclaimed Willy, "I would rather go to school. But, is Henry McKeon's mind really like his father's garden, over-run with weeds?"

18. "Indeed, it certainly is; and if his father do not attend to him more carefully, I am greatly afraid it will be much worse in a very short time."

LESSON IV.

2. **Pre-fers'**; *v.* chooses, likes better.
2. **Haunts**; *n.* resorts, homes.
3. **Par-tic'u-lar**; *adj.* hard to suit.
3. **Ap'pe-tite**; *n.* desire for food or drink.
4. **Com-put'ed**; *v.* reckoned, figured up.
6. **Raft'ers**; *n.* roof timbers.
8. **For'ag-ing**; *v.* wandering about and collecting.
9. **Wood'lands**; *n.* land covered with trees.
10. **Re-fers'**; *v.* directs attention.
10. **In-sig-nif'i-cant**; *adj.* of little account.

The Sparrow.

PRONUNCIATION.—Say spar'row, not spar-rer; fields, not fiels; haunts, not hants; found, not foun. Be careful to pronounce the *g* distinctly in words ending in *ing*.

1. Every one knows the sparrow, in its plain brown coat, the male with a black patch upon his throat, and white and black streaks upon his wings.

2. Other birds may take to the fields and woods if they like, the sparrow prefers the noisy street and the haunts of man. Indeed, it is never found but near human dwellings.

3. The sparrow will eat anything; caterpillars and other insects, grain, crumbs and scraps of every kind, not being at all particular in its food.

4. It has been computed that a pair of sparrows, while feeding their young, bring them about four thousand caterpillars every week, besides other insects. They do sometimes destroy a little grain, it is true, but their good deeds, if put into a scale, will outweigh the bad ones after all.

5. The nest of the sparrow is not very carefully prepared for its young family; but then sparrows are born to ˣrough it, and do not need the ˣdelicate bringing-up of orioles and humming-birds.

6. The large, untidy mass is placed amongst the rafters of a barn, or fastened against the pipes which run up the sides of houses, or in the gutters themselves at the tops of houses.

7. Sometimes the sparrow will make its nest in a tall elm-tree, and being less protected there, the family home is in this case made warmer and tight. The eggs are five or six, of bluish-white, prettily marked with green spots and blotches.

8. The sparrow, with its constant foraging for caterpillars, leads a busy, active life. As it has generally three broods in a year, while most birds have but one, it follows that it does three times as much work as they do. All ˣsnares and traps are carefully avoided by the quick and clever little bird.

9. Its voice is only a noisy chirp, very familiar, and not particularly pleasing to our ears; yet the little child in the crowded city, who has seldom, if ever, seen the bright birds of the woodlands, or heard their songs, finds much pleasure even in a sparrow.

10. Can we ever look at this little bird without remembering how our Lord refers to it? It was very good of God to make the commonest and plainest bird the example of His tender care for us, so that the smallest child or the meanest person, on the face of the earth, can say, "Though I am poor, though I am very insignificant, yet I am better than a sparrow; and if God says He takes thought for the sparrow, why of course He will provide for me."

Exercises.

The sound of **a**, as in f**ā**t**e**.—The qu*ai*nt sw*ai*n said he could g*au*ge. One r*ai*ny d*ay* a dr*ay*man conv*ey*ed a w*ei*ghty bouqu*et* to our qu*ai*nt n*ei*ghbor. The h*ei*nous tr*ai*tor w*ay*l*ai*d and ch*ai*ned the gr*ea*t m*ay*or.

LESSON V.

1. **Pro-duce'**; *v.* bring forth.
4. **Kern'el**; *n.* a little grain, the edible substance in the shell of a nut.
4. **Moist'ure**; *n.* a moderate degree of wetness.
6. **Speed'i-ly**; *adv.* quickly.
6. **Hun'dred-fold**; *n.* a hundred times as much.
9. **De-coc'tion**; *n.* an extract prepared by boiling.
9. **Fla'vor**; *v.* give an agreeable taste to.
10. **Suf-fi'cient**; *adj.* enough.

Seeds.

PRONUNCIATION.—Do not sound the *t* in often, soften, hasten, fasten, glisten, listen, moisten, christen, castle, and other words ending in *stle.*

1. When God created the world, he gave to each plant seeds, that they might produce new plants.

2. If every ripe seed fell from the mother plant straight to the earth, and lay there, all would be heaped one upon the other, and none would grow.

3. God in His wisdom ×provides against this. Some seeds are scattered by the force with which the ripe pods burst open; a great many are small and light, and are carried by the air in every direction; and many have ×downy feathers, like the seeds of the dandelion, which children blow before them in the fields; or like thistle-down, which flies on beautiful silvery wings as the wind carries it.

4. The growth of seeds is also remarkable. Though they may be found shut up as a kernel in a hard shell, yet, as they gather moisture, they burst the shell and free themselves.

5. Every seed has a ×germ or bud, which is really the new plant. This throws out a sprout which grows upwards and forms the stalk, and another which grows downwards and forms the root. No matter in what way the seed lies in the ground, still the stem will grow up and the root will grow down.

6. Thus it is over plain and field, over mountain and valley, over ˣridge and ˣslope,—some seeds falling where the birds of the air pick them up and eat them, some among thorns and thistles which spring up and choke them, some on the dry rocky spots where the sun speedily withers them, but a great many on good soil, where they bring forth a hundred-fold.

7. God has given seeds to plants, not only to provide more plants of the same kind from year to year, but also to serve, in many cases, as food for men and animals.

8. All the grains which we use, either whole or ground, as wheat, rye, maize or Indian corn, oats, barley and buck-wheat, are the seeds of plants which men have carefully cultivated.

9. Then there are other seeds, such as beans and peas, which are among our best vegetables. The mustard we use to flavor our meat, is the ground mustard seed; the coffee we drink is a decoction of the seeds of the coffee plant, and chocolate is made from the seed of the cacao.

10. The nut-meg, used for flavoring, almonds, and the various kinds of nuts, are all really seeds of plants, which God gives in such abundance that we can use them as food, and yet leave sufficient to produce new plants.

Exercises.

The sound of **a**, as in **f**ä**r**.—The d*a*untless sergeant g*ua*rded our h*ea*rth and home. He loves to j*a*unt and to h*a*unt his neighbors.

The sound of **a**, as in **f**a**ll**.—The br*oa*d v*au*lt was full of str*aw*. The m*aw*kish l*aw*yer c*au*ght a c*ou*gh. The l*aw*yer's voice was not *au*dible; he earned n*au*ght of appl*au*se. Do not appl*au*d what is not l*au*dable. The *aw*kward s*aw*yer called the p*aw*nbroker a y*aw*ning br*aw*ler.

LESSON VI.

2. **Cau'tious**; *adj.* watchful.
2. **Court'e-ous** (kurt'e-us); *adj.* polite.
2. **Tem'per-ate**; *adj.* moderate.
3. **Be-nev'o-lent**; *adj.* charitable.

A swarm of Bees.

PRONUNCIATION.—True rhymes with few; stern with learn; said with dead.

B patient, B prayerful, B modest, B mild,
B wise as a Solon, B meek as a child;
B studious, B thoughtful, B loving, B kind,
B pure as an angel in body and mind.

B cautious, B ×prudent, B truthful, B true,
B courteous to all men, familiar with few;
B temperate in ×argument, Beware of all crime,
B careful of conduct, of money, of time.

B cheerful, B grateful, to flattery B stern;
B peaceful, Benevolent, willing to learn;
B ×courageous, B gentle, B ×liberal, B just,
B ×aspiring, B humble, Because you are dust.

B honest, B penitent, B true to your faith,
B active, devoted, B faithful till death;
B ×punctual ever, B at mass when 'tis said,
And B mindful to pray for the living and dead

Exercises.

The sound of **a**, as in **câre**.—The*ir* pr*ay*er was to forb*ear* with the h*ei*ress in f*ai*rness. Where does the b*ear* eat p*ear*s? The b*ear*er had been sw*ear*ing and t*ear*ing the h*ai*ry coat he was w*ear*ing.

LESSON VII.

2. **Pres'ent**; *adj.* at hand.
2. **En-gaged'**; *v.* busy.
8. **An-noyed'**; *v.* vexed.
9. **Re-proof'**; *n.* blame.
9. **Re-press'**; *v.* to check.
12. **Stand**; *v.* bear, endure.
14. **E'ven**; *adj.* smooth.
21. **Dis-tin'guished**; *p. adj.* noted.

The Bustling Way, and the Quiet Way.

1. Jane Riddle was one of those lively, bustling children who make a great noise about every thing they undertake.

2. She was always ready and willing to help her mother, but she made such a noise, and talked so much about what she was doing, that one would rather do it ten times over than be present while Jane was engaged at it.

3. "Mother," said she one morning, "Mother, mother! may I go and put the parlor in order?"

4. "Yes, you may," said her mother, quietly going on with her ironing.

5. "Well, mother, may I take down all the books from the shelves and put them up better? I know I can put them up right again. May I, mother?"

6. "Yes, you may," answered her mother, "but do not talk so much about it."

7. Jane went to work, making a great noise in taking down the books and putting them up again. "There, mother, just come and see how much better that looks," she would say each time she had filled up a shelf.

8. If her mother did not attend at once, Jane would call out, "Mother, mother, come and see," until at last, tired of being annoyed, her mother told her to leave the room as it was, and sit down.

9. Jane felt so ×mortified and ×grieved at this reproof, that she could scarcely repress her tears.

10. "What is the matter with you?" said her mother.

11. "Why, mother," she answered with tears in her eyes, "I was putting the books in order as well as I could, and—and—"

12. "You did that very well," said her mother, ×interrupting her, "but you made so much bustle about it, and talked so much, that I could not stand it."

13. "You are a very lively, active little girl; but when you have anything to do, you make too much noise and fuss about it. There is another way of doing things besides this disorderly way, and if you will pay attention, I will show it to you in a few moments. It is called the quiet way."

14. "Let me see—what shall I do? Oh! yes; there is the hearth-rug out of order." One edge of the rug was turned under, and Jane's mother walked quietly

to the fire-place and spread it even, without ×disturbing anything or making the least noise.

15. "There, that is the quiet way of doing a thing," said she; "now I will show you the bustling way." She then hurried to the fire-place, pulled away the chairs that stood near, rattled the shovel and tongs, turned over the rug and shook it, filling the room with a great dust, and then spread it down in its place.

16. "That is the bustling way," said her mother, sweeping up the hearth, and brushing off the dust that had settled on the furniture. "Now I will show you how it is that persons by their useless talk annoy others while they are engaged."

17. "Let us suppose that you have lost your thimble, and that I am going to look for it.——Why, Jane," said she, hastily turning over the things on the table, "where can your thimble be? Perhaps Susan ×mislaid it. I wish she were a more careful girl."

18. She then went to another part of the room, talking all the while. "Jane, perhaps you left it upstairs; did you? Jane, Jane, Jane, did you leave your thimble upstairs? Shall I go and see?"

19. Jane could not help laughing at her mother acting in this manner.

20. "You think it odd for me to act in this way," said her mother, "but it is more improper in a little girl like you; and now you can see the difference between the two ways of doing things. Learn, then, the quiet way of doing whatever you have to do, and you will be a great deal more useful to me than you are at present."

21. Jane followed the advice of her mother, and from that day, was always distinguished for the ×ease and quietness with which she performed her work.

LESSON VIII.

1. **Bas'er**; *adj.* lower in value.
1. **Com-bin'ed**; *v.* united.
3. **Al-loy'**; *n.* compound.
4. **Ex-ten'sive-ly**; *adv.* largely (to a great extent.)
5. **Sub'sti-tut-ed**; *v.* put in place of.
6. **Com'merce**; *n.* trade.
6. **E-vent'u-al-ly**; *adv.* finally.
6. **In-hal'ing**; *v.* drawing into the lungs.

Lead.

PRONUNCIATION.—Say met'al (met-l), not met'ul; sol'dier (sol-jer), not so'jer; to-bac'co, not ter-bac'er; con'stant-ly, not con'sant-ly.

1. Lead is one of the base metals, and being obtained in large ×quantities, is consequently cheap. It is seldom found in a pure state, being generally combined with sulphur. This ×compound is known as galena. The lead ore, when taken from the mine, is broken into small pieces and melted, or smelted, as it is called, and the pure lead is then drawn off and moulded into ×pigs.

2. Lead has scarcely any ×elasticity, so that if a leaden ball be dropped upon a stone, the ×rebound is so slight that it can hardly be perceived. Lead is very soft and is easily cut with a knife.

3. Water-pipes are made of it, and also castings of various kinds. Toys for children are made of pewter, which is an alloy of lead and tin.

4. Combined with antimony and tin it forms type-metal, of which the letters used in printing are made. Lead is also extensively used by the soldier in battle and by the hunter in the chase, in both cases for the ×destruction of life.

5. Formerly thin sheets of lead, called lead-foil, were used to wrap up tobacco, cheese and chocolate, but as the metal is a very dangerous poison it is now seldom used for that purpose, tin-foil being substituted.

6. White lead, which is prepared by ×submitting ordinary metallic lead to a chemical ×process, is the most beautiful white paint known to commerce. Its manufacture, however, is attended with considerable danger to the workmen, most of whom are eventually poisoned either by handling it, or by inhaling the ×vapors, which are constantly escaping during the process.

LESSON IX.

The Way to be Happy.

PRONUNCIATION.—Do not run words together, so as to make two or more sound like one. Thus, do not say *wasoo,* for was who; *sedee,* for said he.

A hermit there was who lived in a grot,
And the way to be happy, they said he had got;
As I wanted to learn it, I went to his cell,
And when I came there the old hermit said, "Well,
"Young man, by your looks, you want something, I see;
"Now, what is the business that brings you to me?"

"The way to be happy, they say you have got,
"And as I want to learn it, I've come to your grot;
"Now I beg and entreat, if you have such a plan,
"You'll write it for me, sir, as plain as you can."
Upon which the old hermit took goose-quill and wrote
Words I ever will treasure, and thus ran the note:

"'Tis *being*, and *doing*, and *having*, that make
All the pleasures and pains of which mortals partake,
To *be* what God pleases,—to *do* a man's best,
And to *have* a good heart, *is the way to be blest.*"

LESSON X.

1. **Strolled**; *v.* walked.
2. **Blithe**; *adj.* merry.
3. **Sum'moned**; *v.* called.
4. **Start'led**; *v.* frightened, surprised.
5. **Pro-ceed'ed**; *v.* went.
6. **Gor'geous**; *adj.* splendid.
7. **So-lu'tion**; *n.* explanation.
8. **De-scribed'**; *v.* told about.
9. **Dis-missed'**; *v.* permitted to go.
10. **Ti'dings**; *n.* news.

A Good Father and Dutiful Son.

PRONUNCIATION.—Say in'ter-est, not in'trest; gen'er-al-ly, not gen'rul-ly; ag'ed, not aged; con-tin'ued (yued), not con-tin'yerd; la'bor-er, not la'brer.

1. One day when Augustus the first, King of Saxony, strolled out from his castle, in plain clothes, to escape all the ×ceremonials of a court, he passed a gang of men working on the road.

2. One among them ×attracted his attention; for, though working steadily, the man was singing as blithe as a bird.

3. Wishing to know how one so poorly off, could be so happy, the king stopped and asked him what he earned in a day. "Twelve cents," was the reply. "That is not much," said the king, "how do you ×contrive to live on that?" "I not only live on it," said the laborer, but I keep paying off a heavy debt, and put out money at interest. Could you do as well?"

4. "My good friend," said the puzzled king, "this is all a riddle to me and I cannot see through it." "Well," said the man, "if you will come with me, you can see it for yourself." Then he led the king to a poor little cottage, such as was generally the home of the laborers.

5. Outside, on a bench, sat two old people. ×Saluting them respectfully, the man said: "These are my aged parents. They are too old to work. By supporting them, I am paying off the debt I owe them for bringing me up in the fear and love of God. I know that I can never pay the debt in full; God Himself will do that."

6. When they had entered the house, the king saw six children, some playing, others assisting their mother, all cheerful and happy.

7. The good father's countenance was full of joy, as he said to the king: "These are my children, and by doing for them what my good parents did for me, I am putting out money at interest, that will give me a rich return in my old age, if God spares me."

8. ×Impressed by all that he had seen and heard, Augustus, after thanking the man, continued his walk in deep thought. The next day the laborer was summoned to the royal castle. He and his wife were startled. "Could it have been the king himself that I brought in here yesterday?" said the man.

9. He put on his Sunday suit, poor at the best, and proceeded to the castle. He was at once admitted, and led into a gorgeous apartment, where the ×chamberlain, by order of the king, handed him a hundred bright silver dollars.

10. The king soon after entered, and addressing him in a kind and encouraging manner, praised him for the beautiful solution of his puzzle the day before.

11. "Would," exclaimed Augustus, "all my people felt, as you do, the duty of being good sons and good parents! how happy my country would be." He then promised that the worthy man should always have work to pay the debts he had ×described.

12. The laborer could scarcely find words to ×express his thanks; and when the king dismissed him, he returned home with the welcome tidings. His family were filled with joy to find that their simple virtues had touched the heart of their king, and made him their special ×protector.

13. They fell on their knees to thank God for His goodness to them, and to pray for the good ruler who had made their poor home so happy.

Exercises.

The sound of **e**, as in **mē**.—The *seam*stress conc*ea*led the n*ee*dle. The *thief* dec*ei*ved the pol*ice*. N*ei*ther pr*ie*st nor p*eo*ple would *yield* to the cap*rice* of the gr*ee*dy f*ie*nd. The mar*ine* st*ee*red the fl*ee*t up the cl*ear* str*ea*m, and rel*ie*ved the front*ier* by a f*ie*rce sort*ie*.

LESSON XI.

1. **Prim'i-tive**; *adj.* first.
2. **Re-gard'ed**; *v.* looked upon.
4. **Ex-hort'ed**; *v.* urged.
6. **As-sem'bled**; *v.* met.
7. **Oc'cu-py**; *v.* to busy, employ.
10. **Ex-pres'sion**; *n.* declaration.
12. **Failed**; *v.* missed.
13. **Per-se-vere'**; *v.* to continue.

Love of Prayer.

Pronunciation.—Say virt'ue, not virt'yer; first, not fust; du'ty, not ju'ty; ap-point'ed, not ap-pint'ed.

1. Among the virtues of the primitive Christians none was more striking than their love of prayer.

2. Prayer they regarded as their first and principal duty, and therefore took care to interrupt it as little as possible. They prayed together as much as their other duties would permit, knowing well, that prayer, said in ×common, is very powerful with God.

3. "If two of you," said our Lord, "shall consent upon earth ×concerning anything, whatsoever they shall

ask, it shall be done to them by my Father who is in heaven."

4. The public prayers, which they were most careful to attend, were mass and vespers, and the morning and evening prayers of the Church. They were exhorted to ×consecrate thus the beginning and end of the day, and not to allow their worldly concerns to interfere with or prevent their religious duties.

5. Those who could not attend the public assemblies of the faithful, were always careful to pray at home at the ×appointed times.

6. Besides the morning and evening, they had other stated times also, at which they assembled to pray.

7. Many even rose in the night to occupy themselves in this holy exercise. They were taught to profit by the ×intervals of sleep, by reciting the Lord's Prayer, or some verses of the Psalms.

8. Every morning they repeated the Apostles' Creed, which they were careful to use also on all occasions of danger.

9. To renew their sense of the presence of God, they had recourse to short prayers suited to each action.

10. All their labors, the sowing time, the reaping, and the harvest, were begun and ended with prayer. They prayed when they began to build a house, or went to reside in it; when they made a new garment, or began to wear it. Their usual modes of saluting were not only expressions of friendship, but forms of prayer.

11. For their smaller actions, they made use of the sign of the cross, as a kind of short blessing. They marked their foreheads with it on almost every occasion.

12. When they entered their houses, or were going out,—walking, sitting, rising, going to rest, eating or drinking; whatever they did, they never failed to make use of this holy sign.

13. What a striking example does this conduct of the first Christians present to us! Were it more closely followed, there would not be so much sin in the world. Prayer and the remembrance of God's presence are two most powerful means of enabling us to persevere in virtue.

LESSON XII.

2. **Brill'iant**; *adj.* splendid.
3. **De-li'cious**; *adj.* most sweet to the senses.
3. **Com-pared'**; *v.* examined for the purpose of discovering resemblance.
5. **Del'i-cate**; *adj.* fine, tender, slight.
13. **Rep-re-sent'ed**; *v.* exhibited, shown.
14. **Va-ri'e-ty**; *n.* number, or collection of different things.

Flowers and their Shapes.

1. Everybody is fond of flowers. Whether we raise them in our gardens, or find them wild in the woods or fields, they always please our eyes, and spring would scarcely feel like spring if it did not bring us back the beautiful flowers.

2. Flowers differ from one another in a great many ways. Some are large and of brilliant hues, others are so small that we can hardly see them as they lie hidden among the grass.

3. Some flowers send forth a most delicious perfume, while others emit an odor that is really disagreeable; but the number of the latter compared with the former is very small, for in all of God's works those things

which are beautiful and delightful, are by far the most common.

4. Some flowers are shaped like stars, others somewhat like a butterfly, such as the blossom of the pea or bean.

5. Some hang down like little bells, as the blue-bell, which grows so thickly in some woods in early summer; and some have four delicate leaves shaped like a cross, and these we call cruciform flowers.

6. It is said that no plant, bearing a cruciform flower, has ever been found of a poisonous character, and what is more, that most of them have some healing property which makes them valuable. Mustard, water-cresses, turnips, cabbages, and many other plants, equally useful, have cruciform flowers.

7. Again, there are flowers shaped like a cup, and it is from this that the bright yellow butter-cup takes its name. These flowers do not grow quite upright, but lean a little to one side. If it were not for this, the rain would settle in their deep cups and spoil them; but from their position the water runs out of the flower-cups and they soon dry in the sun, without being in the least injured.

8. There are other flowers which are called compound, because each is in reality made up of a great many little flowers. The dandelion, the daisy, and the blossom of the clover belong to this class.

9. Some of these compound flowers, consist of as many as six hundred little flowers, which, when examined under a microscope, will be found to look most beautiful.

10. Besides these of which we have spoken, there are others whose form is less common. There is a flower

called the bee-orchis, which grows wild in England, and which is so very like a bee, that if you did not know what it was, you would be afraid to touch it lest it might sting.

11. There is a whole class of plants whose flowers are shaped like shoes or slippers, and others which are exactly like a trumpet.

12. But there is one flower whose form is more singular and beautiful than any of these; it is a kind of creeper which many of you may have often seen, and is commonly called the Passion Flower.

13. It has received its name from the fact that every one of the instruments of our Lord's Passion seems to be represented in it.

14. From what has been said it will be seen that there is great variety, as well as great beauty, in the shapes of flowers.

15. Flowers and plants would have been just as useful if they had all only one shape and one color; but they would not then be so pleasing to the eye, and we can not help seeing that God has formed them as they are, for our pleasure as well as for His own greater glory.

Exercises

The sound of **e**, as in **mĕt**.—*He*alth is better than we*a*lth. Will *a*ny one je*o*pard his life for fri*e*ndship? The h*ei*fer was b*u*ried in st*ea*dy we*a*ther. The ze*a*lous ze*a*lot dre*a*ds de*a*th. M*a*ny are je*a*lous of ple*a*sures and tre*a*sures. G*ue*ss why the pe*a*sant is re*a*dy so early for his br*ea*kfast.

The sound of **e**, as in **hĕr**.—Those m*e*rchants deserve the aspersions of ev*e*ry w*o*rthy j*ou*rnal for their ch*u*rlish disc*ou*rtesy. The b*u*rglars dist*u*rbed the reh*ea*rsal at the c*i*rcus by the t*u*rbulent inc*u*rsions. The m*y*rtle enc*i*rcled the *ea*rl's brow. The v*i*rgin mart*y*r emerged from the b*u*rning f*u*rnace.

LESSON XIII.

2. **Graced**; *v.* adorned.
2. **Bow'er**; *n.* a shady place made of branches, vines, and other plants.
3. **Ar-rayed'**; *v.* dressed.
3. **Per-fume'**; *n.* scent, odor given out by sweet smelling substances.

The Violet.

PRONUNCIATION.—In the effort to speak distinctly, be careful not to give the same stress to an unaccented as to an accented syllable.

Down in a green and shady bed,
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view.

And yet it was a lovely flower,
Its color bright and fair;
It might have graced a rosy bower
Instead of hiding there.

Yet there it was content to bloom,
In modest tints arrayed;
And there it spreads its sweet perfume,
Within the silent shade.

Then let me to the valley go,
This pretty flower to see;
That I may also learn to grow
In sweet humility.

Exercises.

The sound of **i**, as in **pīne**.—The sn*i*pe fl*ie*s to a great h*ei*ght, if it tr*ie*s. The g*ui*leless g*ui*de can def*y* the t*y*rant. A bad ch*i*ld cr*ie*s and will not be q*ui*et unless you comply with its desires. The h*y*acinth soon d*ie*s if not suppl*ie*d with water.

LESSON XIV.

3. **De-light'ed**; *v.* greatly pleased. gratified.
5. **Prop'er**; *adj.* right.
6. **Pro-vide'**; *v.* look out for (prepare for future use).
10. **Bar'gains**; *n.* profitable purchases.
10. **Cov'et-ous**; *adj.* excessively eager to possess.
14. **Af-fec'tion-ate-ly**; *adv.* fondly.

The Peaches.

PRONUNCIATION.—Say āte, not et; care'ful-ly, not care'fle; pro-vide', not per-vide'; cov'et-ous (kuv'et-us), not kuv'e-chus.

1. One day a gentleman brought home with him five ripe peaches.

2. On entering the house, he was met by his four boys, and drawing the peaches from his pocket, said: "See, my children, what I have brought you from the city; here is a peach for each of you, and one for your mother."

3. The boys thanked their father and looked really delighted; they had never seen such fine peaches before, and they thought them the most beautiful fruit in the world.

4. In the evening when the boys were just going to say their night-prayers, their father asked them what they had done with their peaches, and how they liked them.

5. "Oh, we liked them very much, dear father," said the eldest. "A peach is such a nice, juicy fruit. I ate mine, and then put the stone carefully by, so that at the proper time of the year I can plant it, and then I shall have a young peach tree, and plenty of ×luscious peaches, too."

6. "Very good," said the father, "that was really prudent and thoughtful. A ×sensible man always takes care to provide for the ×future."

7. "I ate up my peach at once, and threw away the stone," said the youngest, who was quite a little fellow; "and then mother gave me half of hers, and I ate that too. Oh, it was so mellow that it melted in my mouth."

8. "Well," said the father, "that was not very wise to be sure, but it was very natural for such a little fellow as you are. When you become older, you will learn to be prudent."

9. "I was prudent, father," said the second son. "I saw my little brother throwing away the stone, and I ran and picked it up. I then opened it, and found inside a kernel, which I ate. After this I sold my peach to a boy, and got so much for it that when I go to the city, where peaches are cheap, I can buy three or four with the money. Was not this prudent?"

10. The father looked rather grave. "It was prudent, certainly," said he, "but I am sorry you did it. I like to see children careful, but I do not like to see them making bargains, and trying to get as much as they can for themselves, because this is covetous. I would rather you had done as your little brother did."

11. "But what did you do with your peach, Willie?" he added, turning to the third son, who had not yet spoken.

12. Willie hung down his head and modestly answered, "I took it to poor little George Sands, who is sick with fever; I thought it would be pleasant and cooling for him when he is so hot and thirsty. Poor George would not take it at first, but I laid it on his bed and then ran away."

13. "Well," said the father, "now tell me boys, who has made the best use of his peach?"

14. "Brother Willie has!" cried all three. Willie

said nothing; he went over to his mother and hid his face in her lap. The good woman embraced him most affectionately, while the tears came into her eyes with the pleasure she felt; and I am sure that Willie was far happier than if he had eaten a dozen peaches.

LESSON XV.

1. **Prowl'ing**; *v.* roving, wandering.
3. **Re-cov'ered**; *v.* gained strength.
5. **Trice**; *n.* very short time.
6. **Rogue**; *n.* cheat.
6. **In-clined'**; *v.* disposed.
6. **Heed'less**; *adj.* thoughtless.
8. **Ren'ard**; *n.* fox (as a nick name).
8. **Di'et**; *n.* food.

The Fox and the Wolf.

PRONOUNCE the *t* distinctly in best, rest, least, most, lost, and similar words; do not say bes, res, leas, moce, los.

1. One beautiful moon-light night, a fox, prowling about in search of food, happened to pass by a well, and looking down, saw the image of the full, round moon shining at the bottom.

2. Thinking it was a fine large cheese, and ×eagerly desiring to have it, for he was very hungry, the fox quickly jumped into the empty bucket that was swinging over the well, and down he went like a shot, sinking several feet in the water.

3. When he recovered somewhat from the effects of his unexpected bath, he saw his mistake, and began to blame himself; but it was too late, there was now no ×remedy.

4. There he sat in the bucket, wet, cold, almost chilled to death. In this condition he passed the night, the whole long day, and the next night. The poor wretch began to despair of ever getting out, when, to his great joy, a hungry wolf came along and looked into the well.

5. As soon as the fox saw him he cried out: "Oh! ho! neighbor Wolf! I am glad to see you. I have found a fine large cheese in this well, and have been eating it till I am tired. However, there is still plenty for you too. Get into that other bucket and you will be down in a trice. Be quick, and we shall have a jolly time of it."

6. Knowing the fox to be a great rogue, the wolf at first was inclined to pay no attention to him; but, like many heedless people, he began to trifle with the ×temptation, and at last resolved to go and see.

7. So he got into the bucket and down he went, while the fox, in the other bucket, rose to the top.

8. As soon as Renard was safely landed, he looked down at the half-drowned wolf, and, with a ×malicious grin, thus addressed him: "Master Wolf, I wish you a hearty supper upon your fine cheese. For the last two days I have been trying to get fat on it, but have found it very poor diet. Good-bye, neighbor! be more prudent in future."

9. Saying this, he ×scampered off, leaving the unhappy wolf to his fate.

MORAL: Never listen to the ×suggestions of the wicked, for in all cases they are intended for your ruin.

LESSON XVI.

1. **For-sake'**; *v.* to leave, desert.
1. **A-pos'tate**; *n.* one who forsakes his faith.
2. **Boast**; *v.* to brag.
3. **For'feit**; *v.* to lose the right to, by some offense.

The Holy Catholic Church.

REMARK.—In reading poetry, avoid what is called a *tone*. Do not sing it, but emphasize it like prose.

I'll never forsake thee, I never will be,
O Church of the Saints! an apostate from thee;
Though false friends ×entice me, and fortune may frown,
My Faith and my Church, until death I will own.

They may boast of their wealth, they may talk of their gold,
I'll be true to the Faith like the Martyrs of old;
"A Catholic live, and a Catholic die!"
Be this my life's watchword, at death my last cry.

I may lose some advantage and forfeit some gain,
I may meet with unkindness and suffer some pain,
But Jesus and Mary will surely bestow
More gifts than from sin and apostasy flow.

LESSON XVII.

2. **Ma-te'ri-als**; *n.* the substances of which a thing is made.
3. **Rents**; *n.* openings.
5. **Bur'den**; *n.* load.
5. **Pel'let**; *n.* little ball.
6. **Kneads**; *v.* presses into a mass.
6. **Sa-li'va**; *n.* spittle.
7. **At-tach'ing**; *v.* fastening.
8. **Foun-da'tion**; *n.* that on which a thing stands.
11. **Dome**; *n.* a ball-shaped roof.
13. **Em'i-nence**; *n.* high rank.

Our Oldest Paper-Makers.

PRONUNCIATION.—Say were (wur), not ware; dis-cov'er-y, not dis cov'ry; gath'ered, not geth'ered; fast'en-ing (fas'n-ing), not fas-ten-in.

1. Long, long ago the Egyptians made the stalk of a kind of reed into paper for books; and the Chinese made cotton into ×pulp, and spread it out into thin sheets, but yet they were not the first paper-makers. Wasps had made paper long before them. They are the oldest paper-makers in the world.

2. Man has, in later ages, learned to employ many substances in paper-manufacture. The wasps have made use of these from the beginning. ×Discovery has not added one to the list of materials always known to them as those from which paper could be made.

3. There are several kinds of wasps, and they all build their nests of paper. Some live in the ground, others in hollow trees, others in the rents of rocks, others hang their nests from the branch of a tree, but every nest is built of wasp-made paper.

4. Let us watch a wasp forming her paper-house. As soon as the winter is gone she flies abroad in search of vegetable down, grass fibres, rotten wood, withered leaves, the thin coating of buds, the outer skin of rushes and water plants, and other substances.

5. When she has gathered enough of wood or grass parings she rolls them together and takes the burden in her large jaws and under them, and flies away with it to the place selected for building. Arrived there, she takes up the pellet with her fore-legs and begins her work.

6. Holding fast her bundle with her fore-legs, she presses it firmly to the spot she has selected. Thus placed, she kneads the end of it, fastening it with her gummy saliva. Then she slowly walks backwards, unrolling the pellet as she goes, pounding and working it firmly down, and keeping it moist; finally smoothing the surface so that it may join perfectly with all that will follow.

7. The beginning of a nest is very humble. The queen begins, in spring, by attaching a little cap of gray paper of the shape of a tiny parasol, to a stalk gummed ˣsecurely to the lower side of a branch. This stalk is extended below the cap, and spread out to form the beginning of four little cells, hanging downwards, and in each of these she drops an egg, gluing it, with the utmost neatness, into its place.

8. This over, she begins to enlarge the cap, and to add other cells, strengthening the foundation pillar as she proceeds. Her labor increases when the eggs hatch, for, now, she must feed the grubs and go on with her house-building at the same time. But before long the young wasps are able to work for their mother.

9. The nest is soon brought into shape, and the cap brought down and rounded on all sides till the whole is a paper-ball, with an opening at the bottom for entry and exit.

10. To the one floor on which the little wasps were

born are added five or six more, and the four little rooms which were on it are multiplied into a vast number, and a central pillar alike supports them all.

11. The first tiny dome at length becomes a good-sized ball, but still only paper is used. Pillar and dome, floor and wall, within and without, all are paper!

12. Like our own paper-makers, different wasps produce different qualities of paper. Some wasps make stout, thick, clean paper, as white as cardboard; some make poor whity-brown paper, and some coarse yellow paper, thick and brittle, of fragments of straw, rotten wood, and the like: each variety being designed for building in various circumstances.

13. And this art wasps have carried on in all lands from the beginning of time. Wasps, therefore, are the oldest paper-makers the world contains, and must not be robbed of their eminence in the manufacturing world.

LESSON XVIII.

5. **Ad-vanced'**; *v.* moved forward.
5. **Ru'ined**; *v.* damaged.
8. **Mis'chief**; *n.* harm.
10. **Bou-quet'**; *n.* (boo-ka') bunch of flowers.
11. **Ar-range'**; *v.* to place in order.
11. **Clus'ter**; *n.* a number of similar things collected together.
13. **Af-fair'**; *n.* business.
15. **Con-trol'**; *v.* to govern.

Making the Best of it.

PRONUNCIATION.—Say such, not sich; death, not def; any body (en'ny bod'y), not an'y bod'y; in-stead' (in-sted'), not in-stid'.

1. "Oh, George, see there!" exclaimed little Madge Morrell; "see! the old cat jumped through the window and broke your sister Alice's beautiful rose gera-

nium! It is really too bad! How angry Alice will be when she discovers it!"

2. "My sister don't get angry at such things," replied George. "I never saw her angry but once, and that was when some boys worried a poor kitten almost to death."

3. "But this is so very ×provoking, anybody would be angry," said Madge.

4. "Never mind about that; you will see that instead of being angry, she will try to make the best of it."

5. Pretty soon Alice entered the room, her sunny face beaming with the bright and cheerful spirit which ×reigned within. She advanced but a few steps, when her eyes rested on her ruined geranium.

6. "Ah! who did this?" she exclaimed.

7. "That ugly old cat broke it, cousin Alice; I saw her myself," said Madge.

8. "Poor puss!" said Alice, "she did not know the mischief she was doing. But come, little cousin, don't look so long-faced; we must try and make the best of it."

9. "I don't think there is much best to this, Alice," answered Madge.

10. Oh, yes; for after all, it is not half as bad as it might have been. The fine stalk is not injured, and it will soon send forth new shoots. Besides, the large broken branch will be beautiful in a bouquet."

11. "Let us arrange a little one for mother's room," she continued. "We will place this cluster of scarlet blossoms in a wine-glass, and you may run into the garden and gather a few snow-drops to put around it."

12. "There! was ever anything more beautiful? Now we will set the wine-glass in a saucer, and place

some geranium leaves around the edge, with a few snow-drops mixed among them. I am sure mother will admire it, she loves flowers so much."

13. "Now, little one, don't you think there is a bright side to this affair? I am not sure but pussy did us a favor by giving us so much pleasure."

14. "You have found the bright side, Alice, though I am sure I never should. I almost wanted the old cat to be killed," answered Madge.

15. "My dear little cousin," said Alice again, "never be angry with a poor animal. Cultivate a more noble disposition, and learn to control yourself even in the smallest matters."

16. "Look for the bright side of all disappointments and troubles, and you will make yourself welcome everywhere, while your own happiness will be increased a thousand-fold."

LESSON XIX.

2. **Mur'mur-ing**; *v.* complaining, grumbling.
2. **De-clare'**; *v.* to say.
3. **Ca-lam'i-ties**; *n.* misfortunes.
4. **Af-flict'ed**; *v.* troubled.
4. **De-spond'ence**; *n.* discouragement.
6. **Sta'tion**; *n.* rank in life.

Contented John.

PRONUNCIATION.—Say wish'es, not wish-ers; fort'u-nate, not fort-net; af-flict'ed, not af-flict-ud; sick'ness, not sick-nuss.

One honest John Tompkins, a hedger and ditcher,
Although he was poor, did not want to be richer;
For all such vain wishes to him were prevented,
By a fortunate habit of being contented.

Though cold was the weather, or dear was the food,
John never was found in a murmuring mood ;
For this he was constantly heard to declare,
What he could not prevent, he would cheerfully bear.

"For why should I grumble and murmur?" he said.
"If I can not get meat, I can surely get bread ;
And though fretting may make my calamities deeper
It never can make bread and cheese any cheaper."

If John was afflicted with sickness or pain,
He wished himself better, but did not complain ;
Nor lie down to fret, in despondence or sorrow,
But said that he hoped to be better to-morrow.

If any one wronged him, or treated him ill,
Why, John was good-natured and sociable still ;
For he said that revenging the injury done,
Would be making two rogues, where there need be but one.

And thus honest John, though his station was humble,
Passed through this wide world without even a grumble ;
And I wish that some folks, who are greater and richer,
Would copy John Tompkins, the hedger and ditcher.

Exercises.

The sound of **i**, as in **pĭn**.—The *E*nglish g*y*mnast stood on a p*y*ramid. The chapl*ai*n caught the vill*ai*n stealing a g*ui*nea. The w*o*men lost their pr*e*tty handkerch*ie*fs. The man was b*u*sy arranging the church for the marr*i*age. The g*y*psy stole the br*ee*ches and forf*ei*ted his l*ĭ*berty.

LESSON XX.

4. **Trained**; *v.* taught, brought up.
4. **De-vot'ed**; *v.* directed the whole attention.
5. **Con-ferred'**; *v.* given, bestowed.
6. **Pas'chal**; *adj.* relating to Easter.
7. **Mon'arch**; *n.* king.
8. **Dru'ids**; *n.* ancient pagan priests.
9. **In-dig'nant**; *adj.* angry.
9. **Dis-patched'**; *v.* sent.
12. **Il-lus'trate**; *v.* to make clear.
13. **Doc'ile**; *adj.* ready to learn.

The Apostle of Ireland.

PRONUNCIATION.—Say con-vert'ed, not con-vert'ud; swept, not swep; them, not 'em; Ire'land, not I-ur-land; in-dig'nant, not en-dig'nant; cos'tume, not cos'tum; ed'u-cat-ing (ed'yu-kate-ing), not ed'yur-kate-n.

1. Ireland was converted from ×paganism to Christianity without any ×persecution being raised against the faith, and without a single martyrdom. This has been the case in no other country. This ×triumph of religion was the work of St. Patrick.

2. He was a Briton, of a family that had ×obtained a high position under the Romans, and was born on what is now the coast of France, near Boulogne.

3. When St. Patrick was about sixteen, a large Irish fleet swept down upon those parts, plundering and killing. Numbers of people were carried off as slaves, and among them the future Apostle.

4. His parents had so trained him to piety, that in his ×captivity of seven years in Ireland, he never lost his faith or neglected prayer. At last he escaped and reached his own country. There he devoted himself to study under eminent bishops and in famous monastic schools.

5. He was associated with St. Germain, and perhaps with Palladius, a missionary sent by the Pope to Ireland, and, on the failure of Palladius, was consecrated

bishop, and appointed by Pope Celestine missionary to the Irish nation. His name, which means *nobleman*, was probably conferred upon him at this time.

6. After landing in Ireland with a number of priests, he proceeded at once to Tara, where the king of Ireland then held his court. On their arrival at Slane, the Saint and his companions pitched their tents for the night, and as it was the eve of the festival of Easter, lighted the paschal fire at nightfall.

7. It happened that on the same evening, the Irish monarch and the assembled princes were, according to custom, celebrating the pagan festival of Baal-fire; and as it was a law that no fires should be lighted on that night till the great pile of Tara was kindled, the paschal fire of St. Patrick, on being seen from the heights of Tara, sooner than that of the monarch, excited the wonder of all assembled.

8. To the angry inquiries of the king, demanding who could have dared thus to break the law, his druids are said to have made answer: "This fire, which has now been kindled before our eyes, unless extinguished this very night, will never be extinguished throughout all time. Moreover, it will tower above all the fires of our ancient rites."

9. Surprised and indignant, the monarch instantly dispatched messengers to summon the offender to his presence. The princes seated themselves in a circle upon the grass to receive the audacious stranger.

10. When the holy bishop and his priests, with their venerable looks and strange costume, came before the king, one of the princes, impressed by the appearance of the Saint, rose to salute him.

11. The missionary, in Irish, explained the object of

his coming, and was heard with favor. The next day he preached before the king, and *refuted the learned druids, who rose to oppose the doctrines of Christianity.

12. To illustrate the doctrine of the Holy Trinity, he plucked a shamrock from the sod, to show how even in nature we can see three in one. The illustration caught the minds of the people, and the shamrock has ever since been the *symbol of Ireland and her faith.

13. Having secured the favor of the king, he preached in various parts, finding the people docile listeners, and converting many of the princes and lords. He baptized the people, overthrew idols, *abolished the cruel heathen *rites, and, educating young converts, soon had Irish priests and churches in all parts of the island.

14. He lived to see Ireland a Christian land, full of churches and monasteries. He died at Saul, March 17, 465, and was *interred at Armagh, where he had fixed his see.

LESSON XXI.

2. **Con-sult'ed**; *v.* asked advice of.
4. **Dis'tant**; *adj.* not near.
4. **Fear'ful**; *adj.* afraid.
5. **Con-tain'**; *v.* to hold.
11. **Cap'i-tal**; *adj.* excellent.
12. **Ram'bled**; *v.* walked carelessly.
16. **Ex-pe'ri-ence**; *n.* lesson.
17. **Tol'er-a-bly**; *adv.* moderately, or pretty well.

Stick to Your Bush.

PRONUNCIATION.—Past'ure is pronounced as if spelt past'-yur; be careful to sound the *p* in emp'ty; do not pronounce asked as if spelt ast; say just, not jist; mot'to, not mot'ter.

1. Mr. Morgan was a rich, and what is better, a good man. The people of the town respected him, and seldom undertook anything without asking his ×advice.

2. When the school-house was to be built, the plan had to be talked over with him. Widow Perry asked him what she should plant in her field. Farmer Smooth always got his advice in buying cattle; and Mrs. Reed consulted him about bringing up her boys.

3. When asked what was the secret of his success, Mr. Morgan said:

4. "I will tell you. One day, when I was quite a lad, a party of boys and girls were going to a distant ×pasture to pick whortleberries. I wanted to go with them, but was fearful that my father would not let me."

5. "But when I told him what was going on, he at once gave me ×permission to go with them; I could hardly contain myself for joy. I rushed into the kitchen, got a big basket, and asked my mother for a luncheon."

6. "I had the basket on my arm, and was just going out of the gate, when my father called me back. He

took hold of my hand, and said in a very gentle voice:"

7. "'Joseph, what are you going for; to pick berries or to play?'"

8. "To pick berries," I replied.

9. "'Then, Joseph, I want to tell you one thing. It is this: When you find a good bush, do not leave it to find a better one. The other boys and girls will run about picking a little here and there, wasting a great deal of time, and not getting many berries.'

10. 'If you do as they do, you will come home with an empty basket. If you want berries, stick to your bush.'"

11. "I went with the party, and we had a capital time. But it was just as my father said. No sooner had one found a good bush than all the rest left their several places, and ran to the new-found treasure."

12. "Not content more than a minute or two in one place, they rambled over the whole pasture, got very tired, and at night had but very few berries."

13. "My father's words kept ringing in my ears, and I stuck to my bush. When I had done with one, I found another. When night came I had a basket full of nice berries; more than all the others put together, and was not half so tired as they were."

14. "I went home happy. But when I entered, I found my father had been taken very ill. He looked at my basket-ful of ripe berries, and said:"

15. "'Well done, Joseph. Was it not just as I told you? Always stick to your bush.'"

16. "He died a few days after, and I had to make my way in the world as best I could. But my father's

words sunk deep into my mind, and I never forgot the experience of the whortleberry party—I 'stuck to my bush.'"

17. "When I had a fair place, and was doing tolerably well, I did not leave it, and spend weeks and months in finding one a little better. When other young men said, 'Come with us, and we will make a fortune in a few weeks,' I shook my head, and 'stuck to my bush.'"

18. "Presently my employers offered to take me into business with them. I staid with the old house until the principals died, and then I had everything I wanted. The habit of sticking to my business led people to trust me, and gave me a character. I owe all I have, and am, under God, to this motto: 'Stick to your bush.'"

LESSON XXII

1. **Ob-lique'**; *adj.* slanting.
2. **Fangs**; *n.* long, pointed teeth.
3. **Ven'om**; *n.* poison.
6. **Fa'tal**; *adj.* deadly.
6. **Am'bush**; *n.* a concealed place.
8. **Tim'id**; *adj.* not bold.
9. **Bris'tling**; *v.* standing erect.
10. **Seized**; *v.* took hold of.

The Rattle-snake.

PRONUNCIATION.—Say dread'ful, not dref'ul; yel'-low, not yal'-ler; an'i-mal, not an'i-mul; poi'-son (poi'zn), not pi'zen.

1. One of the most dreadful of all creatures is the rattle-snake. It varies in size; the common or banded rattle-snake is about four feet long and generally measures about six inches around the middle of the body. The ground-color of the body is brown, but there is a broad, dark streak on each side of the neck, and the

body is covered with oblique cross-bars which leave diamond-shaped spots.

2. The lower jaw is well furnished with teeth, but there are none in the upper jaw, except two long fangs, set one at each side, and near the muzzle. These fangs fold back and lie on the sides of the upper jaw till the snake is about to strike, when they become erect, and a pressure on the ×gland above them ×ejects, through an opening in them, the terrible poison which kills so quickly.

3. A frog, struck by the venom, is dead in two seconds. A bird dies in less than a minute. A snake-keeper, bitten by what appeared to him to be a dead snake, died in nine hours.

4. This snake is called the rattle-snake, because it can make a noise like that of a child's rattle. The rattle is at its tail, and consists of hollow rings of a hard, dry, horn-like substance.

5. These snakes like to lie ×coiled up, hidden in long grass, or under the trunk of a fallen tree. They feed on mice, rabbits, and birds; but, when disturbed, will turn on horses, cows, or even men.

6. They lie in ambush for their prey, until it is within reach, then, instantly, they make their fatal dart, and in a few moments, the victim dies from the effect of the poison.

7. Often, when the mother and her young ones are sporting in the grass, some danger will appear. In an instant she prepares to pick up her little ones, and carry them away. But as she has no arms, how can she carry her young? Watch her, and you will see.

8. As soon as danger approaches, down goes her head flat upon the ground; then she opens her mouth, and into it, one after the other, the timid little creatures ×glide.

Then she darts to her hiding-place. When the danger is past, out they come again.

9. Rattle-snakes, like not a few other creatures, are charmed by music. A soldier, camping out, was startled by the sight of a snake, which had found its way to the door of his tent; its eyes were flashing; its scales, bristling; its mouth flattened; its body, swollen with anger; and it was about to spring upon him.

10. He at once seized his flute. At the first note it listened. As he continued to play, its eyes became dreamy, its body lost the swell of anger, it uncoiled and listened to the music with ˣevident pleasure. When he moved, it followed him, and he led it out of the camp.

11. This occurred in the presence of a group of soldiers, who had been attracted by their comrade's strange proceeding.

12. The rattle-snake is not without its enemies, and it is remarkable that to a bird, belongs the ˣdistinctive name of "serpent-eater."

13. A greater foe, however, than the "serpent-eater" is the hog, which is as fond of snakes as cats are of mice. When the hog sees a rattle-snake, it is filled with animation, and gallops away in pursuit. It is supposed that the thick layer of fat which clothes the body of the hog protects it from the poison of the rattlesnake.

QUESTIONS.—What is the usual length of the rattle-snake? Describe its appearance. From what does it take its name?

Exercises.

The sound of **o**, as in g**o**.—The b*oa*tswain wrapped his cl*oa*k about him. The unkn*ow*n f*oe*man stabbed him in the thr*oa*t. The c*ou*rt-yard was full of p*ou*ltry. The sailor went down to the c*oa*st to get on b*oa*rd his b*oa*t. I sh*ow*ed him a gl*ow*-worm in the holl*ow*.

LESSON XXIII.

The Wasp and the Bee.

PRONUNCIATION.—Say wasp (wŏsp), not warsp; hand'some (han'sum), not hand'some; home'ly (lee), not hum lee; in'no-cent, not in ner-cent.

A Wasp met a Bee that was just buzzing by,
And he said, "Little Cousin, can you tell me why
You are loved so much better by people than I?"

"My back shines as bright and as yellow as gold,
And my shape is most elegant, too, to behold;
Yet nobody likes me for that, I am told."

"Ah! Cousin," said the Bee, "'tis all very true;
But if I were one-half as much mischief to do,
Indeed, they would love me no better than you."

"You have a fine shape, and a delicate wing;
They own you are handsome, but then there's one thing
They can not put up with, and that is your sting."

"My coat is quite homely and plain, as you see,
Yet nobody ever is angry with me,
Because I'm an humble and innocent Bee."

From this little story let people beware;
Because, like the Wasp, if ill-natured they are,
They'll never be loved, if they're ever so fair.

Exercises.

The sound of **o**, as in g**o**t.—The c*o*nsul got out a w*a*rrant for the c*o*bbler, who stole his w*a*tch and w*a*llet. The y*a*cht sq*ua*dron caught some h*a*libut. The cat is w*a*tching the sw*a*llow.

LESSON XXIV.

1. **Dis-plays'**; *v.* shows.
1. **Cult'ure**; *n.* refinement.
2. **Trans-port'**; *v.* to carry.
7. **De-pend'ed**; *v.* relied for support.
7. **Ex-tent'**; *n.* measure.
10. **Con-fused'**; *v.* mixed up.
11. **Re-lied'**; *v.* trusted.
14. **Tort'ures**; *n.* extreme pains.
15. **Ex-ploits'**; *n.* great deeds.
16. **Chant**; *v.* sing.

America's First Inhabitants.

1. America is covered with cities and towns; with farms and plantations, with all that displays the manufactures, arts, industry and culture of civilized men.

2. The railroads cross the country in all directions, uniting the most distant parts. These, with vessels on the coasts, and steamboats and other craft on the rivers and lakes, transport the ×products of human industry and skill, from one part to another.

3. But the people who have created all this, are but new comers. They or their ×ancestors, a few centuries back, came from beyond the Atlantic ocean.

4. A few hundred years ago, this whole continent was inhabited by tribes and nations of a race whom we call Indians, because America, when first discovered, was supposed to be part of India.

5. The Indians were almost all in a savage state. Some little ×civilization was, indeed, found in the territory from New Mexico to Peru, but elsewhere, men were as low as they could well be.

6. These Indians were tall, well formed, with black eyes, coarse black hair, and high cheek bones. In color they were of a reddish hue like copper. They were brave, war-like and capable of great ×endurance.

7. Some tribes cultivated a little ground, raising

Indian corn, beans, squashes and tobacco, but most of the tribes depended entirely, as they all did to some extent, on hunting and fishing.

8. Their houses were made of the bark or the branches of trees, or of rude frames covered with earth; in some parts the lodges were mere tents, made of the skins of animals killed in their hunts.

9. They had no towns or cities; no ships, nothing but canoes of bark or hollowed trees. They had no alphabet and, of course, no writing, books, or means of preserving information. They had not even ×advanced so far as to make a lamp or a candle.

10. Their ideas of a God were strange and confused, and the worship was the lowest and darkest system of paganism. Some few ideas about the creation and the deluge had survived but they were very faint.

11. These Indians had some noble ×traits, and on these missionaries relied to win them to a knowledge of God and the truths of religion; but wicked men taught them evil, ×oppressed and injured them, so that they frequently made war on the whites.

12. By war and disease, by their own refusal to ×adopt the mode of life of civilized men, these Indians have gradually disappeared from all the eastern part of the country, and nothing is left but the names they gave to various places.

13. Before they obtained guns from the whites, they used bows, and arrows tipped with flint, stone hatchets, clubs and knives. Their great ×trophy was the scalp or skin of the head of their enemy with the hair.

14. Prisoners were put to death amid the most fearful tortures, often ×prolonged for hours. They did not move in large armies, but in small bands, with great

secrecy, and endeavored always to take their enemies by surprise.

15. Some of the exploits of Pieskaret, a celebrated Adirondack chief, will show how they made war. He once started in a canoe with four comrades and ascended the Sorel River towards Lake Champlain; each brave had three muskets ready in the canoe, all loaded with double bullets chained together.

16. After paddling on for some time, they discovered five Mohawk canoes bearing down the stream. Pieskaret and his comrades pretended to think that all hope was lost. They stopped paddling and, standing up in the canoe, began to chant the death-song.

17. The Mohawks came on exultingly, when suddenly Pieskaret and his men sank down and each fired at a Mohawk canoe, riddling it with the balls, and sending all the astonished Indians floundering in the water. Stooping for fresh guns, they gave a second volley,

carrying death among the Mohawks swimming in the rapid river, and disabling their last canoe.

18. The battle was won before the Mohawks could draw a bow-string or fire a gun. All who escaped death by the bullet or by drowning, were made prisoners and carried off in triumph.

19. On another occasion he set off alone, and as he approached a Mohawk hamlet, put on his snow-shoes turned the wrong way so that his tracks seemed to be going from the place. He thus kept cautiously on till he came up to the hamlet, and, hiding himself near it, stole into it night after night, killing some of their bravest warriors and bearing off their scalps.

20. Then they posted a sentinel to watch, but Pieskaret watched him till he nodded, when he stole up and cut him down. But the Mohawk had strength enough to utter a cry of alarm. The braves rushed out, and Pieskaret fled, depending on his great speed in running. The pursuit was kept up all day, and a small band alone persevered. Pieskaret ×eluded them and hid himself. Then when they camped for the night, he turned back and killed them all.

21. This was enough. The Adirondack brave, loaded with his ×gory trophies, sped on his solitary way through the snowy wilderness to his village on the St. Lawrence.

Exercises.

The sound of **o**, as in f**oo**d.—The un*co*uth y*ou*th w*ou*nded himself while pr*u*ning the spr*u*ce tree. Cider is the j*u*ice of a fr*u*it. The pr*u*dent br*e*wer ins*u*red the can*oe*. The br*u*tal drag*oo*n did imbr*ue* his hands in the blood of the dr*u*id, who was troubled with the rh*eu*matism.

LESSON XXV.

1. **An'cients**; *n.* those who lived in former times.
3. **Con-nects'**; *v.* joins, unites.
5. **Oc-curred'**; *v.* happened.
6. **Coin'ing**; *v.* making into money.
6. **Struck**; *v.* stamped.
6. **De-nom-i-na'tions**; *n.* classes.
7. **In-gre'di-ent**; *n.* that which enters into a mixture.
7. **Read'i-ly**; *adv.* easily.
8. **Plat'ed**; *v.* covered or overlaid with a metal.

Copper.

1. Copper, like most metals, is generally found mixed with other substances. It was well known to the ancients, by whom it was used for many purposes.

2. It is of a dull red color, but when polished becomes bright and shiny. It is malleable, that is, it can be beaten into thin sheets, which are extensively used for covering the bottoms of wooden ships. Cans, kettles, boilers, pipes and a great variety of other articles are also made of it.

3. Copper is very ductile, that is, easily drawn into wire. The great Atlantic Cable, which connects the Old World with the New, is made of a number of copper wires.

4. In the use of copper vessels great care is required, as the green rust or verdigris, which so readily forms on the sides of copper vessels, is a deadly poison; hence, copper vessels which are to be used in the kitchen, should be coated with tin or porcelain.

5. Food prepared in copper vessels, must never be allowed to remain in them beyond the time necessary to cook it. Many fatal accidents have occurred from carelessness on this point.

6. Copper is used in the United States for coining, the cent being struck from it; in England, France, and

other countries, coins of the lowest denominations are also made of it. Many of the beautiful pictures, which you see in Prayer-books and elsewhere, are printed from engraved copper plates.

7. When combined with other metals, copper becomes more useful and more valuable. It is the principal ingredient in bronze, bell metal, and German silver. In ancient times, before steel was invented, bronze was used for knives, swords and other cutting instruments. A mixture of two parts of copper and one of zinc forms brass, and produces a color so much like gold, that the inexperienced are readily deceived by it.

8. Brass is largely employed in the manufacture of door-knobs, chandeliers, sword-hilts, buckles, and many other articles of trade. It is extensively used for church furniture; the crucifix on the altar, the candle-stick, and the censer being generally made of it. When used for ornamentation, it is often plated with gold or silver, which gives it quite the appearance of the precious metals themselves.

9. Bell-metal is a mixture of eighty per cent. of copper and twenty per cent. of tin. The notion that in olden times silver was used in bell-metal to sweeten the tone, is a mistake. Silver, in any quantity, would injure the tone. The quality of a bell depends not only on the composition of the metal of which it is made, but much on its shape, and on the proportions between its height, width and thickness. Gun-metal is also a mixture of copper and tin.

Exercises.

The sound of o, as in f*oo*t.—The w*o*man was reading a b*oo*k. The man saw a w*o*lf in the w*oo*d, and thinking he *could* hit it, fired a b*u*llet at it. The boy got a b*u*shel-basket f*u*ll of peaches.

LESSON XXVI.

5. **Struct'ure**; *n.* a building.
6. **Task**; *n.* lesson, labor.
6. **Dis-cour'age**; *v.* to dishearten.
7. **Sipn**
7. **[illegible]**

The

PRONUNCIATION.—
work'men, not wo

1. One d
enjoying
stood w
walls
near th
2.
and
tr

1. **Fes'tive**; *adj.* joyous.
1. **For-lorn'**; *adj.* helpless.
2. **Gaze**; *v.* to look.
4. **Roam**; *v.* to wander.
6. **Robed**; *v.* clothed.
9. **Ra'di-an-cy**; *n.* splendor.

The Christmas-Tree.

PRONUNCIATION.—Say fes'tive, not fes'tuv; wan' (wŏn) der-ing, **not** wan'drin; win'dow, not win'der; none rhymes with fun, wand with blonde.

'Twas on the night our Lord was born,
When, through the festive town,
A stranger child, and all forlorn,
Went wandering up and down.

At every house he stopped to gaze,
Where, hung with stars of light,
The Christmas-tree shot forth its rays
Through many a window bright.

other countries, [illegible] any task discourage you, by looking also made of it. Take it little by little, and you will you see in Prayer [illegible]e greatest undertaking becomes from engraved copper [illegible]arts. Always remember, that

7. When combined with [illegible]g, is only one brick upon more useful and more valua[illegible] ingredient in bronze, bell metal, [illegible] In ancient times, before steel was inve[illegible], used for knives, swords and other cutting A mixture of two parts of copper and one [illegible] brass, and produces a color so much like the inexperienced are readily deceived by it.

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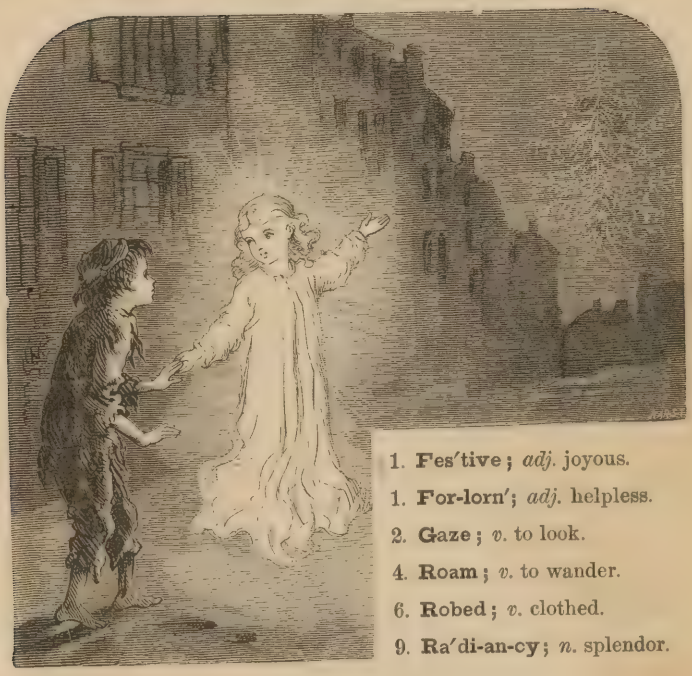
Exercises.

The sound of **o**, as in f**o͝o**t.—The w*o*man was reading a b*oo*k. The man saw a w*o*lf in the w*oo*d, and thinking he c*ou*ld hit it, fired a b*u*llet at it. The boy got a b*u*shel-basket f*u*ll of peaches.

LESSON XXVII.



1. **Fes'tive**; *adj.* joyous.
1. **For-lorn'**; *adj.* helpless.
2. **Gaze**; *v.* to look.
4. **Roam**; *v.* to wander.
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'Twas on the night our Lord was born,
When, through the festive town,
A stranger child, and all forlorn,
Went wandering up and down.

At every house he stopped to gaze,
Where, hung with stars of light,
The Christmas-tree shot forth its rays
Through many a window bright.

Then wept the child, "Alas for me,
Here wandering all alone!
To-night all have their Christmas-tree,
But I—poor I—have none!"

"I, too, have played round such a home
With sisters hand in hand;
And now, a stranger child I roam
Unpitied in the land."

"No loving smile awaits me now,
O holy Christ and dear;
Except Thou love me, only Thou,
I am forgotten here."

He spoke, when lo, with wand of light
And voice how heavenly sweet,
Another child, all robed in white,
Came gliding up the street.

"The holy Christ," He said, "am I,
A child like unto thee;
If all forget and pass thee by,
Thou'rt not forgot by Me."

"And I Myself for thee will raise
A tree so full of light,
That those in yonder halls which blaze
Shall seem to fade from sight."

While yet He speaks, from earth to sky
A golden tree had sprung,
With stars in clust'ring radiancy
Amid its branches hung.

How near and yet how far it seemed,
How bathed in floods of light!
The child stood near and thought he dream'd,
It looked so wondrous bright.

He thought he dreamed, while from above
The angels o'er him smiled,
And gently stretched their arms in love
Towards the stranger child.

They lift, they bear him from the ground,
Up through the shining space;
And now the outcast one has found
With Christ his resting-place.

LESSON XXVIII.

3. **Im-mense'**; *adj.* very large.
4. **Tuft**; *n.* a bunch.
7. **Flow'ers**; *v.* blossoms.
7. **Bears**; *v.* produces.
9. **Lengths**; *n.* strips.
10. **Pith**; *n.* a soft spongy substance.
11. **Val'u-a-ble**; *adj.* useful.

Sago.

1. I suppose you have all heard of sago-pudding, and many of you have eaten it, but very few could tell where the sago grows.

2. Let us take passage in a ship, and sail far away to the islands in the Indian Archipelago.

3. Arrived there, we find it very warm. The people are of a dark color, and wear but little clothing. On the hill-side is a great forest of trees, and at a distance the leaves of these trees look like bunches of immense feathers.

4. Let us now walk to the forest. On arriving there we see that there is not one tree with branches on. Every one grows up to a certain height, quite smooth and straight, and then all the leaves grow out at the top of the trunk in a huge tuft.

5. Each leaf is like what a feather out of a bird's wing would be if it were twenty feet long. The tree rises about forty or fifty feet. The leaves have a slight and elegant bend, and look very beautiful. This is the sago-yielding palm.

6. Many of the trees are in flower; the flower grows on a stalk which shoots up in the centre of the tuft of leaves. On some of these stalks fruit has just formed where the flowers were; on the others fruit has ripened.

7. But there is a very strange thing that we are told about these flowers and this fruit. They say that the tree never flowers until it has grown for fifteen years, and that the fruit is three years ripening, and, what is still more remarkable, that the tree flowers only once, bears only one crop of fruit, and then dies.

8. But this does not matter at all, because sago is not obtained from the fruit of the tree, but from the trunk. When full-grown, and just before the fruit is ripe, the trees are cut down; if left standing beyond this time, they would wither and die.

9. Let us watch a man cutting down a tree. Its fruit is just beginning to appear, so he knows that it is full-grown and ripe. Down it comes to the ground. Now he cuts away the tuft of splendid leaves at its top. Then he saws the trunk into lengths, of about two feet; each of these lengths, he splits from top to bottom with an ax.

10. The centre of these blocks we see, to be full of

soft white pith. He then proceeds to scoop out the pith, and to lay it by in baskets; when these are filled, they are carried away by another man to a shed near by, made of the bark of the palm and roofed with its leaves.

11. In the shed the pith is pounded up, and then thrown into water. The valuable part of the pith dissolves in the water just as a lump of sugar would, and the part which is of no use, sinks to the bottom.

12. The water is then drawn off into another vessel, and being heated, passes off in steam, and the part which remains is called sago-meal.

13. The sago-meal is then packed in bags, and sent off by ships to India. The ships steer for Singapore. At Singapore it is taken to a manufactory, where it is crushed and dried, and sifted, and rolled into very small, round balls, such as we see in sago-pudding.

14. From Singapore it is carried across the seas in ships, and thus, through a great many hands,—hands in forest, factory, ship, warehouse, shop, pantry, and at the oven,—it comes at last to be our sago-pudding.

QUESTIONS.—Where does sago grow? What is the shape of the sago-tree, and of the leaves? How long does the tree take to ripen? From what part of the tree is sago obtained? Describe the process of manufacture.

Exercises.

The sound of **u**, as in t**u**b**e**.—The revi*ew* took place on T*ue*sday, and was very be*au*tiful. The st*u*dent purs*ue*d the st*ew*ard up the aven*ue*. A p*ew*ter *ew*er was lost in the s*ew*er. In a family f*eu*d, friends should be n*eu*tral.

The sound of **u**, as in t**u**b.—The m*o*nkey sh*o*ved the sp*o*nge into the *o*ven. My y*ou*nger br*o*ther l*o*ves m*o*ney, but not en*ou*gh to c*o*vet an *o*ther's. The s*ou*thern part of the c*ou*ntry is fl*ou*rishing w*o*nderfully.

LESSON XXIX.

1. **Per-pet'u-al-ly**; *adv.* constantly.
2. **Ex-hor-ta'tion**; *n.* advice.
3. **Fag'ot**; *n.* a bundle of sticks.
6. **U-nite'**; *v.* to act together.

The Father and his Sons.

PRONUNCIATION.—Say fam'i-ly (lee), not fam'lee; quar'rel-ing, not quar'l-en; prac'ti-cal, not prac'ti-cul; told, not tole.

1. A father had a family of sons who were perpetually quarreling among themselves.

2. When he could no longer heal their disputes by his exhortations, he determined to give them a practical illustration of the evils of disunion, and for this purpose, he one day told them to bring him a bundle of sticks.

3. When they had brought it, he placed the fagot in the hands of each of them in succession, and ordered them to break it into pieces.

4. Each tried with all his strength, but was not able to do it.

5. The father then loosened the bundle and, taking the sticks separately, again gave them, one by one, to the sons, who broke them very easily.

6. He then addressed them in these words: "My sons, if you are of one mind and unite to help each other, you will be like the bundle of sticks, uninjured by all the attempts of your enemies; but if you are divided among yourselves, you will be overcome as easily as these sticks were broken.

Exercises.

The sound of **oi**, as in **oil**.—The b*oy* was quite j*oy*ful at the prospect of empl*oy*ment on the v*oy*age. The *oy*sters were all destr*oy*ed by the cold.

LESSON XXX.

1. **Er-ro'ne-ous-ly**; *adv.* by mistake.
1. **U-nique'**; *n.* a thing without a like.
2. **Por'tion**; *n.* part.
3. **Shag'gy**; *adj.* rough.
3. **Borne**; *v.* sustained.
3. **Bay**; *n.* a place whence escape is impossible.
6. **Re-lieves'**; *v.* gives ease to.
7. **In-flicts'**; *v.* applies.
8. **Sheer**; *v.* to turn aside.
11. **Whirls**; *v.* turns around rapidly.

The Bison.

1. The Bison, a native of America, is often, but erroneously, spoken of as a Buffalo. The whole appearance of the animal is most singular, the bull bison being a perfectly unique animal. Its shoulders and hump are thickly covered with long hair, somewhat like a lion's mane, which sometimes sweeps the ground. It has also a heavy, black beard.

2. In the winter the body is covered with close, woolly hair, and, on this account, the skin is more valuable when the animal is killed at that season, than if the hide is taken in the summer, as a large portion of the warm woolly covering is shed during the spring.

3. The mass of shaggy hair or mane gives the animal a very fierce appearance, which is by no means borne out by its general character. Indeed, the bison is a quiet and timid animal, and it is only at certain times of the year, or when driven to bay, that it is really dangerous.

4. The enormous size of its fore quarters gives the legs an appearance of being too small for the body, but these apparently weak legs can carry the huge animal with perfect ease over places, where horses dare not ˣventure.

5. In ˣactivity the bull is not equal to the cow, her lighter body enabling her to surpass the bull in speed.

6. The flesh of the bison is remarkably good, and is said to be far sweeter and juicier than the finest ox beef. The animal furnishes not only meat to the hunter, but also drink, for he sometimes relieves his thirst by piercing the stomach of the slaughtered animal, and drinking the liquid contained therein.

7. The bison lives in droves or herds, one herd often containing upwards of 15,000 animals. In hunting them, the best and fattest are separated from the herd, and the hunter, having succeeded in getting beside one, inflicts the fatal wound just behind the shoulder.

8. The horses are so well trained to the work, that they will place themselves on the animal's left side and sheer off, the instant the shot has been fired.

9. During the winter, when the prairie is covered with snow, and the herbage on which the bison feeds is buried, the animals do not scrape away the snow with their feet, but shovel it with their noses. Hence the snow is often seen stained with blood where they have been feeding.

10. In summer, however, they fare well, as they live

on the delicate, tender herbage which springs up over the prairie. They suffer greatly, though, from mosquitoes, and to protect themselves from these little pests, they roll in the mud, which, when it dries, forms a perfect shield.

11. When the bison can not find a mud-hole, he makes one. He looks out for a damp spot, and throwing himself on the ground, whirls his great body round and round, until he has made a large hole in the earth; this fills with water, that drains into it from the moist earth, and soon becomes a mud-hole.

12. The bison has been tamed, and in some places, in the far west, is used on the farm for ploughing and other purposes.

LESSON XXXI.

1. **Cent'u-ry**; *n.* a hundred years.
1. **Dis-tinc'tion**; *n.* rank.
2. **De-cay'**; *n.* gradual failure, decline.
2. **Ap-peas'ing**; *v.* quieting.
6. **Per-ni'cious**; *adj.* hurtful.
6. **Com'bat**; *v.* to resist, to fight.
7. **He-ro'ic**; *adj.* brave.
9. **Re-served'**; *v.* kept.
11. **Sta'tion**; *n.* rank in life.
12. **Con'stan-cy**; *n.* steady determination.

St. Felicitas and her Seven Sons.

PRONUNCIATION.—Say mar'tyrs (mar'turs), not mar'teers; sev'en (sev'n), not sev'un; virt'u-ous, not vir'chus; con'duct, not con'duc: threats, not trets; in-duce', not in-juce'.

1. Among the martyrs of the second century was St. Felicitas, who, with her seven sons, was put to death in the year 166. She was a Roman lady of distinction, who, on the death of her husband, had devoted herself to the care of her own salvation and that of her numerous family.

2. Her virtuous conduct gave much delight to the Christians, but great offense to the pagan priests, who persuaded the emperor that the gods were justly offended at the decay of their worship, and that the only means of appeasing them was to compel such Christians as Felicitas, to join in offering sacrifice to them.

3. The affair was referred to Publius, prefect of the city, who sent for the holy woman. He first used kindness, then threats, to induce her to join in the pagan worship. All his efforts were of no avail: Felicitas refused to yield.

4. "The spirit of God," said she, "renders me superior to the deceits of his enemy: to my last breath, I will persevere in his holy service; you may take away my life, but the victory I shall gain in dying, will be all the more glorious to me."

5. The following day, the prefect ascended his tribunal, and caused Felicitas and her children to be brought before him. He told her, in their presence, that though the loss of her own life might give her little concern, yet she ought, at least, to have compassion on her children.

6. She at once replied, "Such compassion would be the most pernicious cruelty," and turning to her children, with her hands raised up to heaven, she said, "Look up on high, my children, where Jesus Christ and his saints expect you; they have traced out the path which you are to follow; show yourselves faithful to this generous Master, and combat with a courage worthy of the immortal crown, which is now prepared for you."

7. The prefect reproached the heroic woman for her boldness, and caused her to be beaten. He then called her seven sons, one after another, and they all

having confessed their faith, were condemned to different kinds of death.

8. The eldest was cruelly scourged, until he expired under the strokes. The second and third were beaten to death with clubs. The fourth was thrown headlong from a high precipice.

9. The three youngest were beheaded, as was also their mother, who was reserved for the last, that she might, by her sympathy, be a sharer in the punishment of all her children.

10. Remember, that you also have a martyrdom to endure. And what is that? To fight as you ought, against the temptations you will meet with in this life.

11. There is no station in life free from temptations: but how great soever your temptation may be, the grace of God will enable you to overcome it.

12. God is with you as well as with the martyrs. His holy angels are witnesses of your constancy; and as he rewarded the sufferings of the martyrs with eternal happiness, so will he reward yours also, if you be faithful to Him.

Be brave, be just; and, when your country's laws
Call you to witness in a dubious cause,
Though Power should plant the rack before your eye,
And, frowning, dictate to your lips the lie,
Think it a crime no tears can e'er efface
To purchase safety with compliance base,
At honor's cost, a feverish span extend,
And sacrifice, for life, life's only end!

Exercises.

The sound of **ou**, as in o u t.—The d*ow*ager being already p*ow*erful and wishing to become ren*ow*ned, end*ow*ed several institutions.

LESSON XXXII.

1. **Fore'taste**; *n.* enjoyment in advance.
3. **Har'mo-ny**; *n.* peace and friendship.
3. **Ce-ment'ed**; *v.* firmly or closely united.
4. **Griev'anc-es**; *n.* troubles, afflictions.

The World.

PRONUNCIATION.—Be careful to give the proper sound to the vowels, thus, say em-ploy'ment, not em-ploy'munt; ce-ment'ed, not ce-ment'ud; har'mo-ny, not har'mun-y; griev'anc-es, not griev'*yun-sus*.

This world is not so bad a world
As some would like to make it;
Though, whether good or whether bad,
Depends on how you take it;
For if we scold and fret all day,
From morning until even,
This world will ne'er afford to man
A foretaste here of heaven.

This world's, in truth, as good a world
As e'er was known to any
Who have not seen another yet,
And they are very many!
And if the men—and women, too,
Have plenty of employment,
They surely must be hard to please,
Who can not find enjoyment.

This world would be a pleasant world,
In fine or rainy weather,
If people would but learn to live
In harmony together;

And cease to burst the kindly bond
By peace and love cemented;
And learn that best of lessons yet,
To always be contented.

Then were this world a pleasant world,
And pleasant folks were in it—
The day would pass most pleasantly
To those who thus begin it;
And all the nameless grievances
Brought on by borrowed troubles,
Would prove, as certainly they are,
A throng of empty bubbles.

LESSON XXXIII.

The Ass and his Purchaser.

1. A man wished to purchase an ass, and agreed with its owner to take it on trial before he bought it.

2. He took the ass home, and put it in the yard with the other asses, upon which it joined itself with the greatest eater, and the laziest of them all, and kept away from the others.

3. The man put a halter on it, and led it back to its owner.

4. "How could you try it, in so short a time?" said the owner.

5. "I do not need to try it," answered the man. "I know that it will be just such another as the one, which of all the rest, it chose for a companion."

Exercises.

PRONOUNCE b distinctly in this sentence. The *b*earded *bab*bler im*bib*ed the *bub*bling *b*everage.

LESSON XXXIV

2. **Fa'mous**; *adj.* noted, celebrated.
2. **Nav'i-ga-tors**; *n.* men skilled in the art of sailing ships.
2. **Con-vinced'**; *v.* satisfied.
3. **Ap-plied'**; *v.* asked, solicited.
3. **Vis'ion-a-ry**; *adj.* given to fancies; apt to believe or act upon ideas having no real foundation.
3. **Proj'ect**; *n.* scheme, undertaking.
5. **Guard'i-an**; *n.* title of the superior of Franciscan convents.
7. **Pledg'ing**; *v.* depositing as a security.
8. **Bound'less**; *adj.* immense (literally without bounds).
12. **Boom'ing**; *v.* roaring.

Discovery of America. Columbus.

PRONUNCIATION.—Say Co-lum'bus, not C'lumbus; proj'-ect, not projec; di-rect'ly, not d'recly.

1. Among the famous navigators of his time was Christopher Columbus, a native of Genoa, in Italy, a man full of piety and deep religious feeling.

2. In those days, it was generally believed, that the earth was a flat surface; only a few scientific men supposed it to be round. Among these was Columbus, who, by his studies and experience in navigation, was convinced, that by sailing West, a vessel would reach India.

3. He applied to several governments for vessels to try the passage, but they all treated him as a visionary man. Genoa would not aid him; England refused; Portugal tried to get his plans and do without him; the Spanish sovereigns, Ferdinand and Isabella, were pushing on their war against the Moors of Granada and could not think of any such project.

4. Columbus had spent his means and time in working out his plan. One day, leading his little son by the hand, he knocked at the door of the Franciscan convent of La Rabida, to ask shelter and food.

5. The Guardian of the convent welcomed the noble looking man, and soon found out the great study of his life. He, too, was a learned man, able to understand the plans and studies of Columbus. He was convinced that Columbus would succeed.

6. Having been confessor to Queen Isabella, he could, by his influence, give Columbus great aid, and the navigator, leaving his son with the good ×friars, returned to the court with a letter from Father Marchena.

7. In a short time he had three vessels at his command, the queen pledging her jewels to obtain money for him. These were the Santa Maria, the Nina, and the Pinta, all small vessels; only one being decked over. The pious navigator and his crew heard mass and received communion at the chapel of our Lady, and then, with the blessing of the Church on their expedition, they set sail from Palos.

8. After touching at the Canaries, Columbus struck out into the unknown ocean, and, day after day, sailed on, with nothing to be seen but the sky above and the boundless ocean around him. After a time, he found that the needle no longer pointed directly north. This excited alarm in the minds of his men, but Columbus finally succeeded in ×calming them.

9. When he had been out several weeks without perceiving the least sign of land, the crew began to rebel; they ×clamored to be allowed to turn the bows of the vessels back towards Spain. It required all the arguments and authority of Columbus to induce them to continue the voyage, and at last in order to quiet them, he promised to return, if land were not discovered after a certain time.

10. The crew resumed their work reluctantly. How-

ever, before long, signs of land began to appear. Masses of sea-weed floated by ; pieces of wood, showing marks of having been cut with tools, were picked up, and land-birds winged their flight above them.

11. To encourage his men, Columbus promised a reward to the one who should see land first, but while on watch himself at night, he saw a light move in the distant darkness.

12. All were then on the ×alert, and with the coming day, the man aloft on the Pinta announced land in sight. The cannon, booming over the western waves for the first time, proclaimed the glad tidings, and Columbus, kneeling, ×intoned the Te Deum, which was chanted with heartfelt joy.

13. As the sun rose, the discoverer of the New World landed, October 12, 1492, on one of the Bahamas, which he named San Salvador.

LESSON XXXV.

1. **Fab'rics**; *n.* textures, woven goods.
1. **Fi'bres**; *n.* the delicate, thread-like portions of which the tissues of a plant are composed.
3. **Ex-posed'**; *v.* laid out.
4. **E-mit'ted**; *v.* thrown out.
7. **Un-der-goes'**; *v.* passes through
10. **Ex-pressed'**; *v.* squeezed out.
11. **Lim'it-ed**; *adj.* narrow, small.

Flax.

PRONUNCIATION.—Hand'ker-chief is pronounced hank'er-chief, not hand'ker-chief. Say draw'ing, not draw'ring.

1. In looking at your snow-white linen handkerchief, or at a piece of fine web-like lace, would you ever suppose these articles to have been taken from a stalk not thicker than a straw? Yet so it is; for flax, from which these delicate fabrics are made, is nothing else than the fibres of a plant bearing the same name.

2. Few plants, not yielding food, are more useful to man than flax; hence, it has been cultivated from the earliest times, and always with the greatest care.

3. Flax is sown in the spring, and the plant is allowed to grow until the seed is ripe; then the whole plant is pulled up by the roots and laid in little bundles, either exposed to the weather in an open field, or placed in pits filled with water.

4. This process is called *rotting* or *retting*, and its object is to separate the bark from the flaxen fibre. It is the most disagreeable part of the whole operation, for the smell emitted while the plant is rotting, is both unpleasant and injurious.

5. When the flax has lain long enough it is taken out, washed, and dried; after this, it is either beaten with mallets, or passed through a machine in order to break the woody part of the stalk.

6. The flax is freed from these woody particles by first scratching and then combing it. Combing consists in drawing it many times through an instrument called a *hackle*, which is formed of several rows of finely-pointed steel wire, about six or eight inches long, and tightly fastened in a board or metal plate prepared for the purpose.

7. The next operation, which it undergoes, is that of spinning it into threads, and this is done by drawing out several of the fibres and twisting them together.

8. Formerly, this was done by means of a spinning-wheel, and in still earlier times, by means of a spindle and distaff, the threads being twisted by the fingers of the spinner; but now, it is almost entirely performed by means of machinery.

9. A machine can, in a day, make many hundred times as much thread, as the hardest working person in a week.

10. The seed of the flax, when pressed, yields the oil we call *linseed oil*, which is much used in paints, varnishes, and printer's ink. The crushed mass, which remains after the oil is expressed, is ground, and then forms what is called linseed meal.

11. Flax is much cultivated in Ireland, England, Belgium, and many parts of Germany. In this country it is raised only to a limited extent, and chiefly, for the sake of the oil obtained from its seed. The fibre is very inferior, but is used in the manufacture of ropes, twine, paper and some of the coarser kinds of linen goods.

12. Linen fabrics, at first, are of a yellowish color; they are rendered perfectly white by bleaching.

LESSON XXXVI.

1. **Wea'ry**; *adj.* tired.
1. **Fra'grant**; *adj.* sweet smelling.
2. **Glis'ten-ing**; *v.* shining.
2. **Moist'en**; *v.* to make damp.

Deeds of Kindness.

PRONUNCIATION.—Say ti ny, not tin'y; trav'el-er, not trav'ler; suppose' (sup-poz'), not s'poze; glis'ten-ing (glis'n-ing); moist'en (mois'n), not mois'ten; with'er, not with'ah.

Suppose the little cowslip
Should hang its golden cup,
And say, "I'm such a tiny flower,
I'd better not grow up."
How many a weary traveler
Would miss its fragrant smell,
How many a little child would grieve
To lose it from the dell.

Suppose the glistening dew-drop
Upon the grass should say,
"What can a little dew-drop do?
I'd better roll away."
The blade on which it rested,
Before the day was done,
Without a drop to moisten it,
Would wither in the sun.

Suppose the little breezes
Upon a summer's day,
Should think themselves too small to cool
The traveler on his way;
Who would not miss the smallest
And softest ones that blow,
And think they made a great mistake
If they were talking so.

How many deeds of kindness
A little child may do,
Although it has so little strength
And little wisdom too.
It wants a loving spirit,
Much more than strength, to prove
How many things a child may do
For others by his love.

LESSON XXXVII.

2. **Re-mu-ner-a'tion**; *n.* compensation, reward.
2. **Vie**; *v.* to strive for superiority, to work ambitiously.
5. **Striv'en**; *v.* labored, worked.
17. **Ex-pres'sion**; *n.* the look, as showing thought or feeling.
17. **Sac'ri-fice**; *n.* the voluntary giving up of a wish or object for the sake of religion or some other principle.
17. **Po-si'tion**; *n.* place.
18. **Per-plexed'**; *v.* embarrassed.
18. **Pro-pos'al**; *n.* offer.

Heroic Charity.

PRONUNCIATION.—Much of the distinctness of reading and speaking depends on the proper use of the letter *r*. A common fault is to drop it from the middle of the word, so we often hear: bust for burst; dust for durst; chuch for church; guyl for girl; cawn for corn; stawm for storm. It is also sometimes improperly added to the vowel *a*, as, Cubar for Cuba; lawr for law. These are grave faults that must be carefully guarded against, and constantly watched or they will insensibly creep into the school-room. A few faults of this kind mar and vitiate the whole tone of a school, and create a prejudice to the injury of real merit.

1. In some countries, it is customary to get up plays about Christmas-time, to represent different scenes relating to the birth of Christ; such as the adoration of the shepherds, the coming of the Magi, &c.

2. The actors in these plays are usually the children of the parochial schools. Those chosen, not only consider it a great honor, but where, as in some cases, a

slight remuneration for their services is added, the families vie for the distinction.

3. Such was the custom in a town of Italy, where a suit of clothes and a little money were given to those chosen. In 1840, when the parish priest entered the school to select the girls, his first choice fell on Carlotta, a little girl eight years old.

4. When chosen, joy beamed from the child's face, and whilst her looks sought her mother among the poor women that stood at the door, she exclaimed: "How glad my mother will be!" The next moment their eyes met, in mutual joy and satisfaction.

5. "Oh, Father!" said the delighted mother to the priest, "I am very much obliged to you; this is the first real pleasure that I have known in a long while. The dear child has indeed striven hard to gain this money, that we might repair our little house, and I shall be so glad to see her once more dressed in becoming clothes."

6. The priest smiled, for he knew well the poor tenement she lived in. "I will come," he said, "to see your little house, when you have repaired it. God bless the dear child."

7. Opposite their humble dwelling lived a pious widow, who, by hard labor, supported an aged mother and a little daughter, Emma. The old mother fell sick, and the poor widow, not being able to attend to her usual work, could not pay the rent.

8. The landlord had given them notice either to pay, or to move within a week. On her return from the school-room, Rosina, Carlotta's mother, found the poor woman lamenting her hard fate, for which she could see no remedy.

9. At her neighbor's trouble, Rosina forgot her own joy. "Oh, the poor woman!" said she, "to be turned out at such a season, and with her poor old sick mother!" All night long Rosina lay awake, praying and turning the matter over in her mind. At last light came.

10. Early in the morning she called Carlotta, and said to her: "My dear, you must be very happy to have been the first selected by the priest."

11. "Oh, yes! indeed, I am. How glad I shall be to bring you my two dollars!"

12. "Listen to me, my child; you know our neighbor is sick. If you knew that she was to be put out of her house, because she could not pay the rent, would you not be sorry?"

13. "Indeed, I would," said Carlotta, "she is so good, and besides, I am very fond of Emma."

14. "If you could help them, would you do it?"

15. "Certainly, but how can I?"

16. "Very easily; we might ask the priest to appoint Emma in your place, and let her mother have the two dollars."

17. Rosina watched the expression of her child's face. She had asked a great sacrifice of her—to give up her place of honor, and her new clothes, and the two dollars! Carlotta reflected a moment. "You are right, mother," she said, "we will ask the priest to give Emma my position. Next year I can try again for the place."

18. The poor woman, overcome with joy, embraced her child. The priest was perplexed at the proposal. "My good woman," said he, "you need the two dollars for yourself."

19. "Certainly, Reverend Father; but after all we can get along without repairing our house; but the poor woman can not go into the street in such weather as this. I might, it is true, offer her the two dollars which and I child would get, but that would bring a blush [illegible] cheek."

20. "[illegible] then," said the priest, "I shall do as you wish, and God will bless you and your child." "There is charity," said he to himself, as the woman went away, "and such charity I often find amongst the poor! My God! how agreeable such alms must be in thy eyes."

LESSON XXXVIII.

1. **Tribe**; *n.* a class of animals.
2. **Hov'er-ing**; *v.* remaining in the air upon the wing.
3. **Spe'cies**; *n.* kind, sort.
4. **Perch**; *v.* to sit or roost.
5. **Film'y**; *adj.* cob-web like.
6. **Va'ried**; *v.* changed.
7. **Ex-tract'**; *v.* to draw out.
8. **Sen'si-tive**; *adj.* easily affected.
8. **An'i-mat-ing**; *part. adj.* life-giving.
9. **Sim'u-lates**; *v.* pretends, feigns.

The Humming-Bird.

PRONUNCIATION.—Say huv'er-ing, not ho'ver-in; cu'ri-ous, not cure'-us; pro-por'tion-ate-ly, not pur-por'tion-et-ly.

1. The humming-birds, the smallest of the feathered tribe, are found only in America. They are remarkable for the beauty and brilliancy of their plumage.

2. The name is given to them on account of the sound which they produce with their wings, especially when they are hovering in their curious fashion over a tempting blossom and feeding on its contents.

3. The number of species of these birds is truly wonderful; more than three hundred are known and

described, while new species are being continually discovered.

4. Their legs are remarkably weak and delicate, and the wings ×proportionately strong, which shows that God intended these creatures to pass more of their time in the air than on foot. Even when feeding, they seldom perch, but suspend themselves in the air, and obtain their food with their long, slender tongues.

5. The flight of these birds is so rapid that, when they put forth their full speed, the eye cannot follow them; and with such wonderful rapidity do the little, sharp-cut wings beat the air, that their form is quite lost. Whilst the bird is hovering near a single spot, the wings look like two filmy gray fans attached to the sides.

6. The food of the humming-bird consists chiefly of honey and the sweet juices of flowers, varied by insects. Formerly it was supposed that they lived ×exclusively upon a diet of honey, but later naturalists have discovered that this is not the case.

7. In order to enable the humming-bird to extract the various substances on which it feeds, from the interior of the flowers, the beak is always long and delicate, and in shape is much varied, probably to suit the particular flower on which the bird feeds.

8. The bird is extremely sensitive to cold, and if long deprived of the animating ×influence of the sunbeam, droops and dies. A humming-bird was once placed in a cage in a retired, shady part of a room, and the weather being uncommonly cold, the little creature soon became torpid, and, after a while, apparently died. It was then carried into the open air and placed in the sun. In a few seconds it began to breathe, opened its eyes, and was soon as lively as ever.

9. It is said that the humming-bird is so delicate of constitution, that when caught in a gauze net, it will at once die of fright. It is probable, however, that it only simulates death, and does it so well as to deceive its captor and finally escape.

LESSON XXXIX.

1. **Low'ly**; *adj.* humble, meek.

1. **Ex'ile**; *n.* banishment.

2. **Ter'ror**; *n.* extreme fear.

2. **Cheer**; *v.* to console, to encourage.

3. **Ref'uge**; *n.* shelter from danger.

To the Blessed Virgin.

O Mary! my mother, most lovely, most mild,
Look down upon me, thy poor, weak, lowly child;
From the land of my exile I call upon thee;
Then, Mary, my mother, look kindly on me.

If thou shouldst forsake me, ah! where shall I go?
My comfort and hope in this valley of woe;
When the world and its dangers with terror I see,
Sweet hope comes to cheer me in pointing to thee.

In sorrow, in darkness, be still at my side,
My light and my refuge, my guard and my guide;
Though snares should surround me, yet why should I fear?
I know I am weak, but my mother is near;
Then, Mary, in pity look down upon me,
'Tis the voice of thy child that is calling on thee.

LESSON XL.

1. **Crim'i-nal**; *n.* a person who has committed an offense against law.
2. **Band'age**; *n.* that which is used to cover and bind up (especially a wound).
4. **Spec'i-fied**; *v.* named, mentioned.
5. **Se-vere'**; *adj.* hard, rigorous.
5. **Pro-tract'ed**; *v.* lasting a long time.
6. **En'ter-pris-es**; *n.* undertakings.

The Present Life.

PRONUNCIATION.—Say phi-los'o-pher, not flos'er-fur; sen'tenced, not sent'unced; con-tin'u-al ly, not cun-tin'yer-lee; be'ing, not bein.

1. A ×philosopher was asked one day what this life is, and he answered, "It is the journey a sentenced criminal makes from prison to the place of execution." We all are condemned to death from our birth, and are continually advancing towards the place of punishment.

2. Our eyes, to be sure, are not to be covered with bandages, like those of criminals, but, what is the same thing, the place of punishment is hidden from us. We are continually making towards it, without knowing where it is, or whether we are near it or at a distance from it.

3. All we know about it is, that we approach nearer and nearer to it every day, and that we shall reach it, before we are aware. It may be we are there now, or only one step from it.

4. One thing, besides, of which we are ×ignorant, is the kind of death to which we are condemned. That is not specified in the sentence, and is known only to Almighty God.

5. Will it be mild or severe? Will it be sudden or

protracted? Shall we, or shall we not, have time to enter into ourselves, and place our affairs in order? Of all this we know nothing.

6. Though under sentence of death, is it not astonishing that during the journey from our prison to the place of punishment, we sin, laugh, joke, and fritter away our time in empty plans and childish enterprises?

7. But does it not often happen, that people in the midst of their pleasures and projects, reach the term which they imagined to be far distant; and that they are obliged to undergo their last punishment unprepared, because they never allowed it a place in their thoughts?

8. Holy Scripture ˣcompares this life to a flower, that grows and presently withers; to a vapor, that rises in the air and soon disappears; and to a bird passing on the wing, which is seen no more.

"I have lived," said Charles Carroll* of Carrollton, "to my ninety-sixth year. I have enjoyed continued health. I have been blessed with great wealth, prosperity, and most of the good things which the world could bestow—public approbation, esteem, applause—but that upon which I now look back with the greatest satisfaction to myself, is, that I have practiced the duties of religion."

* Mr. Carroll was a devout Catholic, and one of the signers of the Declaration of Independence. He out-lived all the other signers of that paper.

Exercises.

Pronounce the **b** distinctly in these sentences. *B*eets are *bulb*ous plants. Gam*b*ling *b*rings no *b*lessing.

LESSON XLI.

1. **Vast**; *adj.* extensive.
2. **Pen'e-trate**; *v.* to enter into, to pierce.
4. **Ac'cu-rate**; *adj.* correct.
5. **Course**; *n.* direction.
8. **Com'pe-tent**; *adj.* fit, suitable.
9. **Re-cit'ed**; *v.* repeated.
12. **Daunt'ed**; *v.* checked by fear of danger.
13. **Brows'ing**; *n.* a place abounding in shrubs where animals feed or browse.
14. **Stur-dy**; *adj.* stout, strong.
16. **Cal'u-met**; *n.* a pipe used by the American Indians.
18. **Hos'tile**; *adj.* unfriendly, warlike.
21. **Ex-pired'**; *v.* died.

Father James Marquette.

PRONUNCIATION.—Say thou'sands (zands), not thous'ens; at-tempt' (temt), not er-temp; be-yond', not be-yant'; noth'ing (nuth'ing), not narth'un; In'dian, not In'jun.

1. When on a map we see the Mississippi River running, for thousands of miles, through the middle of our vast country, we can not easily believe that so great a river for a long time escaped all explorers, and that it was discovered only two hundred years ago.

2. The English, Dutch and Swedes, who settled on the coast, made no attempt to penetrate into the interior to any distance. About the country beyond the Alleghany mountains, they knew nothing.

3. Not so the French in Canada. The Catholic missionaries and the adventurous traders of that colony, had penetrated the wilderness, facing every danger and overcoming all obstacles.

4. These missionaries discovered the oil springs of Pennsylvania, the salt springs of New York, the copper mines of Lake Superior; they described for students in Europe the animals, birds, fishes and plants of the New World; they made accurate maps of the

West, being thus, the earliest ×contributors to science in America.

5. As they established missions among the western tribes, they heard of the Missi Sipi, or "Great River," for that is the meaning of the words, and they carefully gathered all information they could, as to its course.

6. By torchlight, in Indian cabins of bark or buffalo hide, Father James Marquette drew out, from the statements of the Indians around him, the first rude map of this great river of the west. He was anxious to explore it.

7. At last, in 1673, the Governor-General of Canada sent Louis Jolliet, a young Canadian, to conduct the exploration with the good missionary. The expedition started from Michillimakinac, where Father Marquette was laboring among the Hurons and Ottawas settled there.

8. One canoe held the two explorers and their boatmen. They were both men of experience, able to map a country rapidly and accustomed to Indian life. Two more competent men could not have been found in Canada, and in the English colonies there were none at all equal to them.

9. Father Marquette was extremely devout to the Immaculate Conception of the Blessed Virgin, and put his voyage under her protection, composing a little form of devotion in her honor, which they recited daily.

10. Then they ×launched their canoe, and paddling through Lake Michigan, ran into Green Bay and ascended the Fox River to an Indian village near its source. Thus far, it was all old ground; the new discoveries were now to begin.

11. They asked the Indians for information as to the great river, but the natives attempted to frighten them from their voyage by terrible stories of the fierce Indians and wild beasts they would meet.

12. They were not easily daunted, this good priest and his associate. They again launched their canoe, and paddled through a marshy lake where the wild rice *swayed to and fro; then, carrying their canoe a short distance, they soon entered the Wisconsin.

13. They glided down its current without seeing any sign of human life. The herds of elk and deer, startled from their browsing by the river side, were all they saw for days.

14. At last, on the 17th day of June, 1673, the canoe of the Immaculate Conception leaped, under the sturdy strokes of their paddles, into the clear, bright water of the Mississippi. They were on the great river, and

were now to unfold the secret of its course; a prayer of thanks and joy rose from their hearts.

15. All was a wilderness. No wigwam was to be seen on the shores; no smoke curled up to show where a village stood. On, on they paddled, day by day. Mountains gave place to plains; elk and deer were succeeded by herds of buffalo, that seemed endless on the wide, sea-like prairies; turkeys abounded around them; while immense garfish dashed against their frail canoe.

16. At last, after more than a week's solitary sail, they saw a beaten path. Commending themselves to God, they landed to visit the village of the Indians. They were Illinois, who received the missionary with an *eloquent address, gave him information, and best of all, presented him with a calumet of peace, that would protect him among all the river tribes.

17. Greatly encouraged, they resumed their voyage, till they reached the spot, where with the noise of a cataract, the turbid Missouri came whirling into the Mississippi the trees and snags it had borne down its current.

18. Passing a whirl-pool, they kept on to the Ohio, and soon came to the cane-brakes. Indians now appeared, some kind and friendly, some fierce and hostile, till they saw the calumet. By the middle of July they were among the Quappas, or Arkansas, as the Illinois called them.

19. Marquette and Jolliet now knew that the Mississippi did not empty into the Atlantic near Carolina, nor into the Gulf of California, as some had supposed, but into the Gulf of Mexico. The Indians they met, spoke of white men lower down, and the explorers were

afraid, that, if they fell into the hands of the Spaniards, they would not be allowed to return to Canada.

20. They sailed up the river, and ascending the Illinois, stopped among the Kaskaskias, where Father Marquette began a mission. Indian guides led them to Lake Michigan, and they were soon back at Green Bay. Jolliet returned to Quebec, the missionary resumed his holy work.

21. Setting out in October, 1674, to begin a permanent mission at Kaskaskia, Marquette fell sick at Chicago, where he erected the first white habitation and wintered. In the spring, he went on and began his labors, but he sank rapidly. While endeavoring to reach Mackinaw, his last hour arrived. His boatmen laid him on the shore of Lake Michigan, and there he expired.

LESSON XLII.

1. **Dis-solve'**; *v.* to change into and become part of a liquid.
2. **Tem'per-a-ture**; *n.* degree of heat or cold.
2. **E-vap'o-rates**; *v.* passes off in vapor.
2. **Par'ti-cles**; *n.* small portions.
2. **Ad-here'**; *v.* to stick fast.
3. **Spe-cif'ic grav'i-ty**; the weight that belongs to equal bulks of different bodies.
4. **Ore**; *n.* a compound of metal with the stone and other substances in which it occurs.
4. **Dross**; *n.* waste matter.

Quicksilver.

1. Quicksilver, though a metal, is a liquid, and like any other liquid, can be poured from one vessel into another. It acts powerfully on silver, so much so, that if a piece of silver be dipped into quicksilver, it will be dissolved; hence, quicksilver can not be kept in a silver vessel.

2. At a very low temperature, quicksilver becomes

solid and is as malleable as lead, but when raised to a high temperature, it evaporates like water. If you put your finger into water it becomes wet, because the particles of water adhere to the skin; but put your whole hand into quicksilver and the skin will remain perfectly dry.

3. Quicksilver has a very brilliant, white color. Its specific gravity is thirteen times that of water, so that a tumblerful of quicksilver will weigh thirteen times as much as a tumbler of water of the same size.

4. Quicksilver serves for many purposes. It is extensively used in refining silver. The ore is crushed, then ground into dust, and, being mixed with quicksilver, the silver readily unites with the quicksilver and is easily separated from the dross. When heat is applied, the quicksilver evaporates and the silver remains in a perfectly pure state.

5. Amalgamated with tin, quicksilver forms the coating used on the back of mirrors; and in combination with sulphur forms the beautiful scarlet-red, called cinnabar, or vermilion.

6. Quicksilver is a dangerous poison, but preparations of it, kept in every drug-store, are extensively used by physicians in the cure of diseases.

7. As it is easily affected by heat or cold, and expands or contracts at a very uniform rate, it is much used in making thermometers, while its great specific gravity and fluid form, render it highly valuable for the manufacture of barometers.

8. Sometimes quicksilver is found pure, but generally in combination with silver or sulphur. There are quicksilver mines in many parts of Europe and Asia, but the richest are in Spain. Quicksilver is also found in California and South America.

LESSON XLIII.

1. **In vain**; to no purpose.
2. **Shiv'er-ing**; *v.* trembling with cold.
2. **Bel'lows**; *n.* an instrument for throwing a current of air on a fire.

One Good Turn deserves another.

PRONUNCIATION.—Say bor'row (bor'ro), not bor'er; friend, not fren' shiv'er-ing, not shiv'rin; bel'lows, not bel'lus.

Willie Wag went to see Charlie Quirk,
More famed for his books than his knowledge,
In order to borrow a work
He had looked for, in vain, over college;
But Charlie replied: "My dear friend,
You must know, I have vowed and agreed,
My books from my room not to lend,
But, pray, sit by my fire and read!"

Now it happened by chance on the morrow,
That Quirk, with cold shivering air,
Came his neighbor Will's bellows to borrow,
His own being out of repair.
But Willy replied: "My dear friend,
I have vowed and agreed, you must know,
That my bellows I never will lend;
But, pray, sit by my fire and blow!"

Exercises.

In the following the **b** is silent. His lim*b*s are num*b*, and he sleeps as if in a tom*b*. I dou*b*t if I can pay my de*b*t to the plum*b*er. The lam*b* clim*b*ed the redou*b*t and was killed by a bom*b*-shell.

LESSON XLIV.

2. **Hard'y**; *adj.* brave, stout.
3. **Ex-plored'**; *v.* examined thoroughly.
7. **In-tro-duc'tion**; *n.* the act of bringing in.
8. **In-dulged'**; *v.* gave way to.
9. **Col'o-niz-ing**; *v.* beginning colonies.
10. **As-cend'ing**; *v.* going up.
11. **At-tached'**; *v.* became fond of.
12. **Re-tained'**; *v.* kept.
12. **Ac-com'pan-ied**; *v.* went with.

The First Colonies.

PRONUNCIATION.—Say ex-pe-di'tion (eks-pe-dish'un), not ex-pur-dish'-shun; soil, not sile; col'o-ny, not col'nee; Ra'-leigh is pronounced Raw'lee.

1. When Columbus returned to Europe with the news of his great discovery, taking with him some natives of the New World and some of its fruits and riches to present to Ferdinand and Isabella, all were filled with astonishment.

2. England, France and Portugal, which had refused to aid Columbus, then sent out ships in the same direction; and hardy fishermen ran across to fish for cod off Newfoundland.

3. In this way, Cabot, Gomez, and others explored all our coast, and Cartier ventured up the St. Lawrence as far as Montreal. Then, Spanish expeditions entered the country, in various directions, hoping to find some such mighty kingdom as Cortez had found in Mexico; but there was no wealth to repay them, and most of these ×adventurers died wretchedly.

4. The first who attempted to settle on our soil and make it their home, were some French Protestants, who made two efforts, one at Port Royal, in South Carolina, the other on the St. John's River, in Florida. The first

colony failed. It was no easy thing to make a home in a new, wild country.

5. Then the King of Spain sent an expedition, which destroyed the colony on the St. John's River, and in 1565 founded St. Augustine, the oldest city in the United States, as Florida is the oldest settled State.

6. A few years after, the Spaniards penetrated into New Mexico and founded Santa Fe. The Spaniards from Florida began settlements in South Carolina and Virginia, but they did not succeed.

7. In 1586, Sir Walter Raleigh, a brave and learned English knight, attempted to form a settlement on the coast of North Carolina, but the only result was the introduction of the potato and tobacco into England.

8. Smoking was then unknown in Europe; Raleigh acquired the habit in America, and, it is said, that on his return home, a servant seeing him smoke thought that he was on fire and threw a pitcher of water over him.

9. Some years after, in 1606, King James I. established two companies for colonizing America. One of these, the London Company, sent out an expedition under Captain Christopher Newport, who was driven by a storm into Chesapeake Bay.

10. Ascending a river, which he called the James, he selected a place for a settlement, which received the name of Jamestown, and thus Virginia, the first successful English colony, was begun.

11. Much of the romance of the early days of Virginia is connected with the career of Pocahontas, the daughter of Powhatan. She was a mere child at the time of the arrival of the English and frequently went to the new town, where she played with the white children and became attached to them.

12. As she grew up, she retained her friendly feelings and often rendered great services to the colonists. She was instructed and, adopting many civilized customs, was at last married to an English gentleman named Rolfe, and accompanied him to England, where she was treated with honor.

13. Henry Hudson, an English navigator in the Dutch service, while exploring the coast, ran into a river, called by the Spaniards River of the Mountains, but which has since borne his name. His favorable report of the country led vessels there to buy furs of the Indians, and in 1613 some settlers were left on Manhattan Island, who put up log-huts and built a fort. This was the foundation of New Amsterdam.

LESSON XLV.

1. **Plant'ed**; *v.* settled, established.
4. **Grant**; *n.* a conveyance of property made by government.
9. **De-nom'i-na-tion**; *n.* sect, a class of persons known by the same name.

The First Colonies. Concluded.

PRONUNCIATION.—Say No'va Sco'tia (No'va Sko'shi-a), not No-vee Sco-shee; lan'guage, not lang'gwidge; say cut'ting, clear'ing, plant'ing, not cut'en, clear'in, plant'en.

1. The French made successful settlements in Nova Scotia and on the St. Lawrence. So on this long coast there were at last four settlements, each with its own flag and its own language. Between them and around them were the endless forests, and savage tribes who looked distrustfully on the new comers.

2. The French and Spanish did not begin any other colonies, but English colonies started up along the

coast, the settlers in most cases coming to escape from religious persecution. Thus Separatists and Puritans, who objected to the Church of England, settled Plymouth and Massachusetts Bay; the Pilgrims landing at Plymouth Rock from the Mayflower, on the 20th of December, 1620.

3. When their colonies began to grow, they in turn persecuted those who did not share all their religious views, and this led to the settlement of Rhode Island. Then Connecticut and New Hampshire were settled.

4. Next came the Swedes, who settled on the Delaware River. Then Lord Baltimore, a Catholic nobleman, seeking a refuge for the persecuted Catholics of England and Ireland, obtained from King Charles I. a grant of land and founded Maryland.

5. Thus, all along the coast white men were at work, cutting away the old forests, clearing lands, planting grain, setting out fruit trees, erecting mills, and building vessels to fish or trade along the coast.

6. Ship after ship crossed the Atlantic, bringing new settlers and carrying back furs purchased from the Indians, who came to the settlements to buy with the skins of animals, killed in their hunts, many articles which they needed, and which they saw the white men could make better than they did.

7. Almost all the colonies at one time or another had trouble with these Indians, who were terrible enemies in war, coming suddenly on the settlers, killing all they could, and setting fire to houses and barns; thus destroying in a few hours the work of months and years. They spared neither young nor old, and taking the scalps, carried them off as bloody trophies.

8. As the English colonies grew strong, Charles II., King of England, began to think them worth looking after. He sent out an expedition which conquered the Dutch colony of New Netherland on the Hudson.

9. This became New York. The Duke of York, to whom it was given by his brother the king, divided it, and so New Jersey and Pennsylvania sprang up. The latter colony was settled by William Penn, an eminent quaker, and most of the colonists were of that denomination.

10. In the same reign, North and South Carolina were settled, so that England had the whole coast extending from the French colonies on the north to the Spanish colony in Florida.

Exercises.

The sound of **c** as **k**.—A *c*lever *c*ollegian *c*an master the *c*lassics. The *C*atholic *C*hristian *c*onsiders *c*upidity as a *c*rime. *C*alico is a fabric of *c*otton. The meat of the *c*ocoa is *s*uccu*l*ent. The *c*aptain *c*unningly *c*ut the *c*able.

LESSON XLVI.

Life and Death.

Sweet day, so cool, so calm, so bright,
The bridal of the earth and sky;
The dews shall weep thy fall to-night,
For thou must die.

Sweet rose, whose budding beauty gave
Delight to every gazer's eye,
Thy root is ever in the grave,
And thou must die.

Sweet summer, full of birds and flowers
Whose songs and perfumes rise on high,
Thou, too, hast but thy numbered hours,
For all must die.

Only a sweet and virtuous soul,
Whose purity with snow may vie,
Although the whole world turn to coal,
Shall never die.

LESSON XLVII

1. **Pleas'ant**; *adj.* humorous, amusing.
2. **Sur-prise'**; *n.* astonishment.
3. **Dis-cov'ered**; *v.* found out.
3. **Per-suad'ed**; *v.* prevailed on, induced.

The Plum-Pudding.

PRONUNCIATION.—Do not say pleas'unt for pleas'ant; pud'den for pud'ding; Chi'nar for Chi'na.

1. The following pleasant story is told of a captain and his mate, who were both very fond of plum-pudding, and so usually, when they had it for dinner, divided it between them.

2. But the captain, in order to get the better half of it for himself, gave secret directions to the cook. From that time the captain's end of the pudding was found full of plums, whilst the mate, to his great surprise, could scarcely ever find any.

3. This went on nicely for some time, but at last the mate discovered the trick. In his turn he also persuaded the cook to place the end of the pudding, in which the plums were, next to himself, and the end without the plums next to the captain.

4. The captain soon saw the change, and ×cunningly picking up the dish, as if to ×examine the China, turned

the end with the plums in it towards himself, and while saying, "This dish cost me ten shillings," set it down with the end, in which the plums were, next to himself.

5. "Is it possible," said the mate, also taking up the dish. "I really did not think it worth more than a shilling," and down came the dish with the plum-end towards the mate.

6. The captain looked at the mate, the mate looked at the captain; the captain laughed, the mate laughed. "Young man," said the captain, "you have found me out. Well, for this time let us ×divide this pudding lengthwise, and hereafter we will have the plums fairly divided between us."

Exercises.

The sound of **c** as **s**.—A certain circle of citizens were prejudiced against the circuit courts of justice. They were censured for circulating reports concerning the civil authorities.

LESSON XLVIII.

The World.

PRONUNCIATION.—Say dif'fer-ent, not dif'rent; hand'some (han'sum), the *d* being silent; sep'a-rate, not sep-ur-rate; des'ert, not de-sert'; gi'-ants, not jints; beau' (bu) ti-ful, not be'yu-ti-ful; nurs'ing, not nuss'ing.

1. Let us look about us at the World, and what we see in it.

2. Look at the men, and the women, and the children; what millions of them there are! Some white, some black, others red or brown. They breathe, they take food, they smile, they look grave, they walk, they talk, they labor, they buy and sell, they go to and fro all day long.

3. Look at the different sorts of food they eat, and the different things they fight with, and the different ways in which they shelter themselves from the weather. Some eat rice, and some eat meat, and some eat fish, and nearly all eat bread. Some live in tents, some live in brick houses, some live in wooden houses, some live in mud houses, and some live nearly always in boats. Some fight with swords, some with guns, some with bows and arrows, and tomahawks.

4. Look at the thousands of houses with rooms to live in, and fire-places to give warmth and cook food. Then think of all the shops, and the places where people make things, and the churches and other places where they go to say their prayers; and look at the birds, that twitter and chirp about, and the dogs, and the great handsome horses, that drag such loads and run so fast.

5. Then look at the thousands and millions of trees!

Think of the grass, with more blades in a small field than you could count in a year, even if you could keep them separate in your mind and fingers as you went along.

6. Remember that this green grass covers the earth like a carpet, with red and white and blue flowers for a pattern; though there are some bare places, such as deserts, which have no grass, and a great many places where there are streets and houses instead.

7. Think of the high, rocky places where eagles live, and the hills and mountains, sitting in rows like friendly giants. Recollect how many rivers and ponds there are, and how the beautiful, wonderful water is in almost all these places.

8. Think of all the rivers running to the sea, thousands of rivers, all over the earth, rolling along, and growing wider and wider, and at last mixing with the ocean. Then shut your eyes for a minute, and try to form in your mind a picture of the sea all around the round world, always moving and rolling, with a ship here and there, like a dot, on the great waves; and all the fish going about the sea and the rivers, whales, and sharks, and salmon, and trout.

9. Then try to think of some things which you have not seen; of the ice at the places called the Poles. Think of great forests of fir-trees and pine-trees such as you have seen, only a great deal larger; and think of palm-trees, and great bushes or jungles, where there are lions, and tigers, and panthers, and dreadful snakes.

10. Think of the volcanoes which vomit forth smoke and flame and scatter ruin and desolation about them; and of the mountains, whose summits, covered with eternal snow, tower thousands of feet in the air. Then

think of the mines, far away down under ground, where men toil and families live, week after week, and month after month, without seeing the bright light of day or breathing the pure air.

11. Think of all the reading and the writing, and the sitting down, and the standing up, and the shaking of hands, and the rubbing of noses (for that is the way in which some savages show their friendship for each other), and all the mothers nursing their babies, and teaching their little boys and girls, and the fathers working, and all the different goings on.

12. Now you will have to shut your eyes, I dare say, to be able to think of some of these things; but when you have done it as well as you can, you will have some idea of the meaning of the word 'world.' This is what a poet thinks of when he says THE WORLD; and it will be good for all of us to be able to think of it too.

Exercises.

In the following sentences **c** is silent.—The *C*zar and *C*zarina still wield their iron scepter. The scimiter is a short sword. A tragic scene occurred as the company were ascending. The man was indicted for stealing victuals.

The sound of **d** soft.—*D*avi*d* confi*d*e*d* in G*o*d. *D*aniel a*dd*e*d* *d*ignity to wis*d*om. The *d*an*d*elion blossome*d* by the roa*d*-si*d*e. The *d*upe*d* *d*uke rea*d*ily *d*e*d*uce*d* the fact that the *D*anes were not we*dd*e*d* to his *d*earest interests.

When **d** follows a whispered or non-vocal consonant in the same syllable, it uniformly takes the sound of **t**, as: The missionary preache*d* in a thatche*d* cottage and bless*e*d the people. The boy fetche*d* the linen which had been washe*d*, bleache*d*, dresse*d* and presse*d*. The bare-face*d* villain hatche*d* his plans and laughe*d* at their fears. He marche*d* on, but suddenly screeche*d* when he reache*d* the arche*d* bridge.

LESSON XLIX.

2. **Brood**; *n.* young birds hatched at one time, offspring.
2. **At-tained'**; *v.* arrived at.
2. **Plum'age**; *n.* the feathers which cover a bird.
3. **Re-lat'ed**; *v.* told.
3. **In-quir'ing**; *v.* asking.
5. **Shed'ding**; *v.* throwing off.
5. **Ex-cess'**; *n.* superabundance, too great a degree.

The Lark and her Young Ones.

PRONUNCIATION.—Say al'most, not a'most; strength, not stren'th; on'ly, not o'ny.

1. In the early spring a lark had made her nest in the young green wheat.

2. The brood had grown almost to their proper strength, and attained the use of their wings and their full plumage, when the owner of the field, overlooking his crop, now quite ripe, said: "The time has come, when I must send for my neighbors, to help me with my harvest."

3. One of the young larks heard the speech and related it to the mother-lark, inquiring of her, to what place they should move for safety.

4. "There is no occasion to move yet," she replied; "the man, who only sends for his friends to help him with his harvest, is not really in earnest."

5. The owner of the field came again, in a few days, and saw that the wheat was shedding the grain from excess of ripeness, and said: "To-morrow, I will come with all my laborers and as many reapers as I can hire, and we will get in the harvest."

6. On hearing these words, the mother-lark said to her young ones: "It is time to be off now, my little ones, for the man is in earnest; he no longer trusts to his friends, but will reap the field himself."

LESSON L.

2. **Ren'der-ing**; *v.* making.
2. **Com-pressed'**; *v.* squeezed together.
4. **Lurk'ing**; *v.* lying hid.
4. **Un-wa'ry**; *adj.* not cautious.
7. **Ce're-als**; *n.* eatable grain.
8. **Sta-tist'ics**; *n.* a classified collection of facts.
8. **Vague**; *adj.* uncertain, indefinite.

Cotton.

PRONUNCIATION.—Remember that the last *o* in cotton is silent. Say gath'ered, not geth'ered; sev'er-al, not sev'er-ul. Cleansed is pronounced as if spelt klenzd.

1. Cotton is a soft, ˣfibrous down, found upon the cotton-tree and in the bulb of the cotton-plant. The cotton-tree grows principally in Egypt and Arabia, and reaches the height of fifteen or twenty feet. The cotton-plant is found in the warmer latitudes of Asia and America.

2. The color of the cotton-blossom varies from yellow to purple, rendering a field of cotton, when in bloom, a most beautiful sight. The cotton fibre is contained in a cup-shaped capsule, or pod, much like a poppy-head, and is in four divisions. When ripe, the capsule bursts, and the long, compressed, snow-white cotton swells out in curly bunches.

3. For the raising of cotton, a light, sandy soil is required, and, from seed-time to harvest, the ground must be constantly cultivated. The cotton is gathered during the hottest part of the year, and the laborers are not only exposed to the scorching heat of the sun, but are liable to be stung or bitten by insects, some of which, like a species of spider, called tarantula, often cause death.

4. Not unfrequently the rattle-snake, the cotton-mouth, or some other venomous serpent lies lurking

among the stalks, ready to strike the unwary ×obtruder with its deadly fangs.

5. The cotton pods do not all ripen at the same time, so that, to gather in the harvest, the same field must be gone over several times. Many people are employed in picking the cotton and stowing it away in large sheds to keep it dry. In fact, the whole management of cotton from the time it is planted until it is manufactured and fit for the market, requires ×constant labor and many hands.

6. When the cotton is gathered in, it is passed through a machine, called a cotton-gin, where it is cleansed of its seed and the dirt that may be mixed with it. It is then put into a press, tied into bales and made ready to be shipped to the manufacturer.

7. From cotton many varieties of cloth and different kinds of stuff are made, and for its manufacture many machines have been invented, the most ingenious of which is the *Spinning-Jenny*. Perhaps one-half of the population of the world is more or less clothed in cotton; so that, after the common cereals which are needed for food, it is one of the most important products of nature.

8. Many calculations have been made as to the amount of cotton raised in the world, but owing to the very imperfect statistics we have, any and all calculations must necessarily be very vague.

9. By some it is supposed, that about eight billion pounds of cotton are raised and manufactured yearly, and that about one-fourth of this is grown in the United States. England is the great centre of the cotton manufacture and employs more looms and spinning-jennies than the whole world besides.

LESSON LI.

2. **A-bil'i-ty**; *n.* talent, capacity.
3. **Des'ti-tute**; *adj.* poor, needy.
5. **Cat'e-chu-men**; *n.* one who is receiving elementary instruction in the doctrines of Christianity.
6. **Zeal**; *n.* great ardor or interest.
7. **Per'il**; *n.* danger.
10. **En-deav'ored**; *v.* tried.
10. **Kins'man**; *n.* a man of the same race or family.

Charity Rewarded.

PRONOUNCE correctly and distinctly. Do not say pa'gun for pa'gan, com'pur-ny for com'pa-ny; brav'ry for bra'ver-y; ast for asked; vis'ten for vis'it-ing; wor'shuped for wor'shiped.

1. Saint Martin, though the son of pagan parents, was attracted by God's grace to the true faith. As a boy, he sought the company of pious Christians and was a constant attendant at their churches.

2. His father, who was a military officer, laughed at his son's wish to become a monk and made him enter the army at the age of fifteen. The good lad submitted. He was soon distinguished as a young officer of great bravery and ability, and what was more, was regarded by all as a model of a good and virtuous life.

3. Martin's charity to the poor knew no bounds. It left him almost destitute. One day, as he was marching into Amiens, a poor man, trembling with cold and nearly naked, asked for some alms.

4. The other officers and the soldiers passed on with rough words, or jeers, but Martin's heart was moved. Finding that he had no money, he drew his sword and cut his military cloak in two, and gave half to the beggar.

5. That night, in a vision, he beheld our Saviour, clothed in the covering he had given the poor man, and saying to the angels: "Martin, a catechumen has clothed me with this garment." He at once prepared to receive baptism, and as soon as he could obtain his release, left the army.

6. He then placed himself under the guidance of Saint Hilary, and after visiting his family, became a monk. His zeal against the Arians drew on him many persecutions, but God attested his sanctity by bestowing on him the gift of miracles. So great was his renown for piety and learning that in 371 he was made bishop of Tours.

7. He founded a great monastery, which gave the church many holy bishops; he destroyed many heathen temples and cut down trees, which were worshiped by the heathens, of whom there were great numbers in his

diocese. In this war against paganism he was often in peril of his life.

8. One day he attempted to cut down a towering pine-tree, which the pagans worshiped, but they resisted. At last they agreed to cut it down themselves, if he would stand where they placed him.

9. On his consenting, they bound him to the side on which the tree leaned, and began to cut it on the other. As it was about to fall, he made the sign of the cross, and it fell in the opposite direction. The vast crowd, gathered to witness the death of the zealous priest, at once begged him to teach them his religion.

10. He was mild and gentle; he was never harsh to those in error, and endeavored to save them from the punishment that some wished to inflict upon them. He died after a long and holy life, honored as a saint throughout Europe, and especially in Ireland, whose apostle, Saint Patrick, was his disciple, and as some tell us, his kinsman.

Ohio

Exercises.

The sound of **g** hard, as in **go**.—The *g*reat *g*ourd *g*rew in the *g*reen *g*rass. *G*et the *g*oblet from the *g*rotto. The i*g*norant *g*ave credit to the *g*ossip. Pa*g*an worship be*g*an to be abro*g*ated by le*g*al re*g*ulation.

The letter **g** is always hard at the end of a word, as in cra*g*, dru*g*, fo*g*.

G soft with the sound of **j**.—The *g*eneral enga*g*ed in the battle under great disadvanta*g*e. Al*g*ebra ori*g*inated with the in*g*enious Arabs. The hu*g*e sava*g*e paid homa*g*e to the ma*g*istrate. The mana*g*er brought the ca*g*e on the sta*g*e. A *g*iant in bonda*g*e.

G is silent before **m** and **n** final, and also when it begins a word and is followed by **n**, as: phle*g*m, si*g*n, *g*naw.

LESSON LII.

1. **Fleet'ing**; *part. adj.* transient, not durable.
1. **Il-lu'sion**; *n.* mockery, deception.
3. **Flash**; *n.* a sudden and brilliant burst.
3. **Ray**; *n.* intellectual light.

Heaven.

This world is all a fleeting show
  For man's illusion given;
The smiles of joy, the tears of woe,
Deceitful shine, deceitful flow;
  There's nothing true but Heaven!

And false the light on glory's plume
  As fading hues of even';
And love, and hope, and beauty's bloom,
Are blossoms gathered from the tomb;
  There's nothing right but Heaven!

Poor wanderers of a stormy day,
  From wave to wave we're driven,
And fancy's flash, and reason's ray,
Serve but to light the troubled way;
  There's nothing calm but Heaven!

Exercises.

Gh as **g** hard.—He looked as *gh*astly as if he had seen a *gh*ost. *Gh*erkins are small cucumbers.

Gh is silent after the vowel **i**, and is generally silent before **t**.—The hi*gh* character of our nei*gh*bors should not be li*gh*tly spoken of. The si*gh*tless man deli*gh*ts in his spri*gh*tly dau*gh*ter.

LESSON LIII.

1. **Se-cure'**; *v.* to get possession of.
2. **Reign**; *v.* to rule.
3. **Con'test**; *n.* battle, dispute.
3. **Ex-tend'ed**; *v.* reached.
5. **Neu-tral'i-ty**; *n.* the state of taking no part on either side.
7. **Tor'rent**; *n.* a violent stream of water, lava, or the like.
7. **Front'iers**; *n.* parts of a country which front or face another country.
9. **Trea'ty**; *n.* an agreement between nations, sovereigns or states.
10. **Bar'ri-er**; *n.* obstruction, obstacle.

French and Indian Wars (1689–1713).

1. When James II. became King of England, he took great interest in American affairs. He endeavored to secure the trade with the Indian tribes of the west, and to keep the French in Canada north of the great lakes.

2. He did not reign long. As he was a Catholic, many in England opposed him, and in 1688 invited over from Holland William of Orange, his son-in-law, who drove James from England.

3. This led to war between France and England, and the American colonies were drawn into the contest. The French, who had settled in Nova Scotia in 1604, and at Quebec in 1608, had extended along the St. Lawrence, discovered the Mississippi River and explored it to the Gulf of Mexico.

4. They had won the good will of the various Indian tribes chiefly by the labors of devoted missionaries, many of whom lost their lives in the holy work.

5. When the war began, the English colonies, with aid from England, endeavored to conquer Canada. Canada wished to have neutrality in America, and to let all the fighting be done in Europe, but the English would not agree to this.

6. Canada then *proposed that neither side should employ Indians, but the English colonies, perhaps thinking the French did this from cowardice, refused. It was a sad mistake.

7. The great English expeditions against Canada by land and sea all failed; they did some injury to the French province by their Indian allies, burning Lachine, and cutting off many of the settlers on the frontiers, but in return the French, with their Indians, poured like a torrent on the frontiers of New York and New England.

8. Schenectady was destroyed and most of its people killed; and in New England, there is scarcely an exposed town which has not its stories to tell of that terrible time, when the Indian bands would come dashing in, killing, plundering, destroying, and then hurrying off many as prisoners to their wigwams on the St. Lawrence.

9. The bloody war continued till the treaty of Utrecht in 1713. Then the colonies began once more to thrive and increase. They had been brought more into notice by these wars, and the English government began to send over more officers and sought to establish its power in America. The colonists on their side began to feel jealous of their liberties and *apprehensive of danger.

10. In 1732, Georgia, the last of the original thirteen States was founded by General Oglethorpe, a benevolent English gentleman, who wished to make a refuge for poor debtors and the persecuted. His colony became a new barrier against the Spaniards in Florida, with whom South Carolina during the late wars had had several severe *conflicts.

LESSON LIV.

2. **For'ti-fied**; *v.* strengthened by forts.
2. **Hem in**; *v.* to surround, to inclose.
3. **Drenched**; *v.* soaked.
4. **Per-sist'ent**; *adj.* obstinate, immovable.
4. **En'er-gy**; *n.* spirit, force.
7. **Skir'mish**; *n.* a slight battle.
7. **En-sued'**; *v.* followed.
7. **Ca-pit'u-late**; *v.* to surrender.
8. **Din**; *n.* loud, stunning noise.
9. **Re-duce'**; *v.* to capture.
9. **Hand'ful**; *n.* small number.
9. **Des'per-ate**; *adj.* hopeless.
11. **Charged**; *v.* rushed upon.
17. **Posts**; *n.* military stations.

French and Indian Wars (1744–1763). Concluded.

1. The British colonies in America, even after the treaty of Utrecht, formed only a small part of what is now the United States. They extended from Nova Scotia along the coast to Georgia, but had not gone far inland. On the coast, very little was known of the country beyond the Alleghany Mountains.

2. The French were more active and ×enterprising. They made Louisburg on Cape Breton a very strong fortified place; established a fort at Niagara; had forts at Detroit, Mackinaw, Green Bay and in the Illinois country, and soon after on Lake Champlain. At the south they had Natchez, New Orleans and Mobile. They wished to hem in the English between the mountains and the sea.

3. Thus the two ×rival powers in America stood, when, in 1744, France and Spain united in war against England. Again the soil of America was drenched in blood, to ×gratify statesmen in Europe. In this war, several ×operations took place on both sides, but the only important affair was Pepperell's expedition against Louisburg.

4. The French commander made a gallant defence,

but the persistent courage and energy of the New England troops carried the place at last. The victory was fruitless, for, when peace was made in 1748, England restored Louisburg to France.

5. The French, who saw the growing power of the British colonies, again set to work to check them. They planted forts at Erie and on the Alleghany. By this time, the Virginians had crossed the mountains, and supposing the place, where Pittsburg now is, to be in Virginia, resolved to build a fort there.

6. George Washington, then a young surveyor, was sent to demand of the French an explanation of their conduct in building forts on English territory. Their explanation was not such as had been expected. They drove away some English soldiers from the point where the Ohio begins, and began to erect Fort Duquesne.

7. Washington was not far off with some Virginia troops, and, in May 1754, fell in with a French party. A skirmish ensued, which opened a long and terrible war. The French officer, Jumonville, was killed in the affair; and Washington fell back, but was overtaken by a larger French body and forced to capitulate.

8. The English colonies were now all aroused. England sent out General Braddock at the head of a considerable force. The colonies rang with the din of war. There was to be a grand movement. Armies were to advance at once against Fort Duquesne, Niagara, and Crown Point on Lake Champlain.

9. Braddock in person led the great army which was to reduce Fort Duquesne. As runners came into the French fort, where the commander had but a handful of men, matters looked desperate. The Indians began

to drop off. But Beaujeu, the commander, felt too proud to give up his fort without a blow, and resolved to march out and meet the English. The Indians would not join him. They told him he was mad; that the English were like the leaves on the trees.

10. Then Beaujeu told them to go to Quebec, and say they had seen him go out like a brave man, to fight and die, while they sat still like women. He then went piously to communion in the little chapel, and set out with his small force. The Indians, in shame, followed him.

11. The English had crossed the Monongahela and were in splendid order, their arms and uniforms flashing in the summer sun, when Beaujeu came up. He charged at the head of his men, threw the English into confusion, and taking to the trees kept up a fire that cut them down like sheep.

12. The soldiers, utterly unused to such fighting, at last fled, bearing away in their haste Braddock himself, mortally wounded. Washington, by his skill and courage, saved them from being all cut to pieces. As it was, the English lost their general, nearly all the officers, and seven hundred men. But the French, returning in triumph to their fort, bore back to the chapel the body of the brave Beaujeu.

13. Other battles followed; the French under Dieskau were defeated on Lake Champlain, and were gradually hemmed in. An army from New York advanced on Montreal; an English fleet, bearing General Wolfe with veteran troops, appeared before Quebec.

14. The English climbed the cliff and met the brave French general, Montcalm, on the plains of Abraham.

Wolfe and Montcalm both received their death-wounds in this battle, but the French army was crushed.

15. So ended the long struggle and, in 1763, peace was made at Paris. France ceded to England Canada and all her possessions on the American continent east of the Mississippi. New Orleans and all Louisiana west of the Mississippi, she gave to Spain. Spain gave up Florida to get back Havana, which the English had taken. Then the king of England could look with pride at his vast territory in America. From the Gulf of Mexico to Hudson Bay, from the Atlantic to the Mississippi, all was English.

16. The Indians did not submit as readily as the French. The English were scarcely in possession of their new conquests when Pontiac, a great Indian chief, united a number of tribes against them.

17. Almost on the same day, all the English frontier posts were attacked, and most of them taken by the savage foe. But England put forth her power, and the Indians were soon forced to make peace.

Exercises.

The sound of **h** aspirate.—*H*ear me, great *h*eaven! A *h*eap of *h*emp. Be*h*old! the Sa*h*ara! *H*e was *h*ung as *h*igh as *H*aman. *H*ugh *h*ired a *h*undred *H*ighlanders to *h*ew the *h*uge trees. *H*e *h*urled *h*im *h*ead over *h*eels.

H is silent after **g** initial, as: g*h*ost, g*h*erkin, ag*h*ast.

It is silent after **r**, as: Is r*h*ubarb good for a catarr*h*. Do not study r*h*etoric until you can spell well. The r*h*inoceros had the r*h*eumatism.

It is also silent when preceded by a vowel in the same syllable, as in e*h*, o*h*, bu*h*l.

In the following words, *h*eir, *h*erb, *h*onor, *h*our, and their derivative, **h** is silent.

LESSON LV.

1. **Ebb**; *n.* the retiring tide.
1. **Flood**; *n.* the flowing in of the tide.
1. **Keel**; *n.* the principal timber in a ship, extending from stem to stern at the bottom and supporting the whole frame.
4. **A-dapt'ed**; *v.* fitted, suited.
5. **Nu'tri-ment**; *n.* that which nourishes.
6. **Sub-sist'**; *v.* to live.
6. **Pouch**; *n.* a small bag.
6. **Ex'i-gen-cies**; *n.* needs, wants.
7. **Lim'pid**; *adj.* clear.
7. **Pal'a-ta-ble**; *adj.* agreeable to the taste.
7. **Car'a-van**; *n.* a company of merchants, or others, traveling together for security.
7. **Nau'seous**; *adj.* loathsome, disgusting.
7. **Pu'trid**; *adj.* decomposed, rotten.
8. **Ac-cu'mu-lat-ed**; *v.* collected.
8. **Waste**; *n.* land producing little or no herbage.
9. **Suc-cumb'**; *v.* to yield, to submit.
10. **Tar'nish-es**; *v.* stains.
12. **League**; *n.* a little over 6000 yards.
13. **Cal-los'i-ties**; *n.* skin which has become hard and horny.

The Camel.

1. There is a sea without water or refreshing breezes, without ebb or flood! And there is a ship which conveys goods and passengers from one shore to the other of that sea, a ship without sails or masts, without keel or rudder, without screw or paddle, without cabin or deck!

2. This ship is the camel, and that sea is the desert, which none but it, or what it carries, can pass.

3. But for this invaluable animal, the desert would ever have remained ×impassable and unknown to man. Wonderfully has it been shaped for this peculiar life, formed to endure privations and fatigues, under which all but it would sink.

4. On examining the camel's foot, it will at once be seen how well it is adapted for walking on a loose soil,

as the full length of its two toes is provided with a broad, ×expanded, and elastic sole. Thus the camel treads securely and lightly over the ×unstable sands, while it would either slip or sink on muddy ground.

5. It can support hunger longer than almost any other animal, and is satisfied with the meanest food. The grinding power of its teeth and its tough palate enable it to derive nutriment from the coarsest shrubs, or even from the stony date-kernels, which its master throws to it, after having eaten the sweet flesh in which they were ×imbedded.

6. For many days it can subsist without drinking, as the pouch-like cavities of its stomach form a natural cistern or reservoir, whose contents can be forced upwards by ×muscular ×contraction, to meet the exigencies of the journey.

7. It is believed by many, that this liquid remains constantly limpid and palatable, and that, in cases of extreme necessity, camels are slaughtered to preserve the lives of the thirsty caravan; but some naturalists assert, that these accounts are fabulous, as, after a long abstinence from drinking, the camel's supply is nothing but a most nauseous mixture of putrid water and half-digested food.

8. But the "ship of the desert" is not only provided with water for the voyage, but also with liberal stores of fat, which are chiefly accumulated in the hump; so that this prominence, which gives it so deformed an appearance, is in reality of the highest utility—for should food be scarce, internal ×absorption makes up in some measure for the deficiency, and enables the famished camel to brave for some time longer the fatigues of the naked waste.

9. Yet all mortal endurance has its limits, and even the camel, though so well provided against hunger and thirst, must frequently succumb to the excess of its privations, and the bleached skeletons of the much-enduring animal strewed along the road, mark at once the path of the caravan and the dreadful sufferings of a desert-journey.

10. To the camel the vagrant Arab owes his immemorial liberty and independence; when attacked, he at once places the desert between the enemy and himself. But he too often tarnishes this liberty by crime, and compels the "ship of the desert" to be the ×accomplice of a robber.

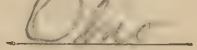
11. It serves the robber, but it serves also the peaceful merchant, or the pilgrim, as he wanders to Mecca to perform his devotions at the prophet's tomb. In

long array, winding like a snake, the caravan ˣtraverses the desert.

12. Each camel is loaded, according to its strength, with from six hundred to a thousand pounds, and knows so well the limits of its endurance, that it suffers no over-weight, and will not stir until it be removed. Thus, with slow and measured pace, the caravan proceeds at the rate of ten or twelve leagues a day, often requiring many a week before ˣattaining the end of its journey.

13. The camel bears all the marks of ˣserfdom. Large naked callosities of horny hardness cover the lower part of the breast and the joints of the leg, and although they are never wanting, yet, they themselves give proof that they are not natural, but that they have been produced by an excess of misery and ill-treatment, as they are frequently found filled with a ˣpurulent matter.

14. The hardships of long servitude, which have thus gradually deformed the originally not ungraceful camel, have no doubt also soured its temper, and rendered its character as unamiable as its appearance is ˣrepulsive.



Exercises.

The priest intends to *alter* the *altar*. Those who have *aught* to do, *ought* to do it at once. Children who cry *aloud*, should not be *allowed* in public places. The mason received very little *assistance* from his *assistants*.

Her mother *bade* her not go out in such *bad* weather. The thief stole a *bale* of blankets, but was released on *bail*. The boy began to *bawl* because he lost his *ball*. The woman had to *bow* her head in passing under the *bough* of the tree. The carpenter *bored* a hole in the *board*, and then growing *bolder* hammered away at the *bowlder*.

LESSON LVI.

1. **Pur'chase**; *v.* to buy.
1. **Mal'a-dies**; *n.* sicknesses.
1. **Rug'ged**; *adj.* vigorous, robust.
2. **Har'assed**; *v.* perplexed, troubled.
3. **In'do-lent**; *adj.* lazy.
5. **Ail'ments**; *n.* sicknesses, diseases.
7. **Warn**; *v.* to give notice to.
7. **Al-ter'na-tive**; *n.* choice between two things.
8. **Sys'tem**; *n.* plan, method.
9. **Gruff**; *adj.* rough, sour.
10. **Plod'ded**; *v.* traveled.
12. **Symp'toms**; *n.* signs.
14. **Strat'a-gem**; *n.* artifice, trick.

The Sick Man Cured.

PRONUNCIATION.—The first *i* is silent in medicine, the word being pronounced as if spelt med'sin. Do not say wuss for worse; twyst for twice; sas'sidge for sau'sage.

1. Wealth cannot purchase happiness. High living, rich food, and want of exercise often bring on the rich diseases and maladies, which make them envy the rugged health and cheerful looks of the poor.

2. There was once, in Amsterdam, a wealthy gentleman, who, blessed with abundant means, thought only of gratifying his appetite. His whole life was given up to it, and his cook was constantly harassed to ˣcompound new dishes to please his master's palate.

3. Leading such a life, he grew fat and ˣunwieldy, and so indolent, that it became a task for him even to smoke his favorite pipe. Then his appetite began to fail; the most ˣexquisite preparations of the cook ˣpalled on his palate, and his sleep was troubled by fearful dreams.

4. Becoming alarmed, he called in physicians, but the medicines they prescribed, and they prescribed one remedy after another, all left him rather worse than better.

5. Then he heard of a famous doctor, who resided nearly three hundred miles from Amsterdam, and whose ability was so great that he could detect a patient's disease at a glance, and in a moment *prescribe a remedy. The rich man at once wrote to this physician, giving a full and clear account of all his ailments.

6. The great doctor replied: "Bad as your case is, there is a slight hope of cure, but you must follow my advice strictly. There is a monstrous creature with seven heads and seven mouths in your bowels. I must see this creature to deliver you from it, and as my practice requires my presence here, you must come to me at once.

7. "I must, however, warn you against riding, either in a carriage or on horseback, as the motion will so irritate the monster that you can not escape being gnawed to death. There is no alternative. If you wish to be cured you must walk.

8. "You must also diet yourself strictly. You must eat only twice a day, some vegetables and a small sausage for dinner, and an egg for supper. A bowl of light soup must be your only breakfast. Unless you follow out this system, you may prepare to take leave of this world."

9. The sick man was pleased with this straight-forward language. "This is the man for me," he said, as he prepared for the long journey. The next morning he started, but he crawled slowly on, gruff and surly to all who met him. But the walk gave him an appetite, and when he sat down to his plain dinner, it tasted better to him than the best dish his cook had ever set before him.

10. The next day he plodded on rather more briskly, but when he woke the third day and started on his way, things seemed to have changed; he listened to the early birds warbling around him, the flowers and fields seemed beautiful and fresh, every man, woman and child had a smile for him, and he had a pleasant word for all. He felt lighter and brisker than he had for years.

11. So it went on; every hour filled him with new life, and, when on the eighteenth day he entered the town where the great doctor lived, he thought to himself: "Well, here I am, but what shall I say ails me? I do not feel a single ache or pain, the doctor will scarcely believe I am the same man who wrote to him." But as he was full of good spirits he kept on, and soon rapped at the doctor's door.

12. When he had told his name, the physician asked him to describe his symptoms. "Symptoms," said he, "why, my dear doctor, I never felt better in my life; in fact I did not know that life was half so pleasant; if your own health is as good as mine, I wish you joy with all my heart."

13. The doctor shook his head. "Ah! my dear sir," said he, "the monster is dead, but others may breed within you if you give them a chance. If you would be rid of the whole brood, you must walk home again, and, after you are once more in your own comfortable house, you must saw wood at least three hours a day, and never eat more than enough to quiet the craving of hunger. Do this and you may reach an honored old age."

14. "Yes, my good doctor, I understand your stratagem. I came here to seek a cure at your hands, and

effected it myself on the way. Exercise and temperance can preserve the health I have regained. I will follow your prescription." After paying the physician a liberal fee, he returned home.

15. He kept his resolution faithfully. The indolent, self-seeking glutton became an active, useful citizen, of service to his country and his fellow citizens, and lived to the advanced age of eighty-seven years, four months and eighteen days. He never forgot the physician who had reformed and saved him, but every year sent him a present at the holidays.

LESSON LVII.

1. **Craunch'er**; *n.* eater.
2. **Hale**; *adj.* entire.
3. **Cum'ber-some**; *adj.* burdensome, embarrassing.
3. **Dock**; *v.* to cut off.
4. **Urge**; *v.* to press strongly, to force.
4. **Mode**; *n.* fashion.

The Fox with his Tail cut off.

A cunning old fox, of plundering habits,
Great craunchcr of fowls, great catcher of rabbits,
Whom none of his sort had caught in a nap,
Was finally caught in somebody's trap.

By luck he escaped, not wholly and hale,
For the price of his luck was the loss of his tail:
Escaped in this way, to save his disgrace,
He thought to get others in similar case.

One day that the foxes in council were met,
"Why wear we," said he, "this cumbersome weight,
Which sweeps in the dirt wherever it goes?
Pray tell me its use, if any one knows.
If the council will take my advice
We will dock off our tails in a trice."

"Your advice may be good," said one on the ground,
"But ere I reply, pray turn yourself round."
Whereat such a shout from the council was heard,
Poor bob-tail, confounded, could not say a word.
To urge the reform would have wasted his breath:
Long tails were the mode till the day of his death.

LESSON LVIII.

1. **Proc'ess**; *n.* manner, method, way.
1. **Con-vert'ing**; *v.* changing.
6. **Op-er-a'tion**; *n.* the method of working.
10. **Du'ra-ble**; *adj.* lasting.

Leather.

PRONUNCIATION.—Do not say pro'cess for proc'ess; thick'nuss for thick'ness. Quick'en is pronounced as if spelt kwik'n.

1. Tanning is the name given to the process of converting the skins of animals into leather, by combining them with a substance called "tannin."

2. Tannin exists in many vegetable substances, such as oak-bark, gall-nuts and sumach. All of these, and many more, are used for tanning, but on account of its cheapness, oak-bark is usually employed.

3. The skins, which are called "hides," or "pelts," are first freed from all loose flesh and fat. The hair is then removed by soaking them in lime and water.

4. The skins are next laid in the tan-pit between layers of crushed oak-bark until the pit is nearly full; water is then pumped in, and the whole is allowed to remain for several weeks or months, according to the thickness of the skin.

5. From time to time the position of the skins is

changed, by removing them from one pit to another with fresh bark in it. Those, taken from the top of one pit, are put at the bottom of the other, and thus, all receive the same pressure and strength of tan liquor.

6. Very thick hides take a year to tan properly, and though many experiments have been tried to quicken the operation, the leather which is made most slowly, wears the best and fetches the highest price.

7. Thin skins which are to be used for fancy work, as for book-binding and glove-making, are either tanned with sumach, or with alum and salt made into a paste with flour or the yolk of eggs. This composition is put into a tub and the mixture and skins are worked together, till they are thoroughly united.

8. Leather is used to make our boots and shoes, and also for harness, belting, gloves, and many other articles.

9. For some uses, leather is required to be very thin and of exactly one thickness. This is obtained by splitting, for which a machine is used which is so exact, that one slice is taken from the inner part of the whole skin, without cutting a hole in any part.

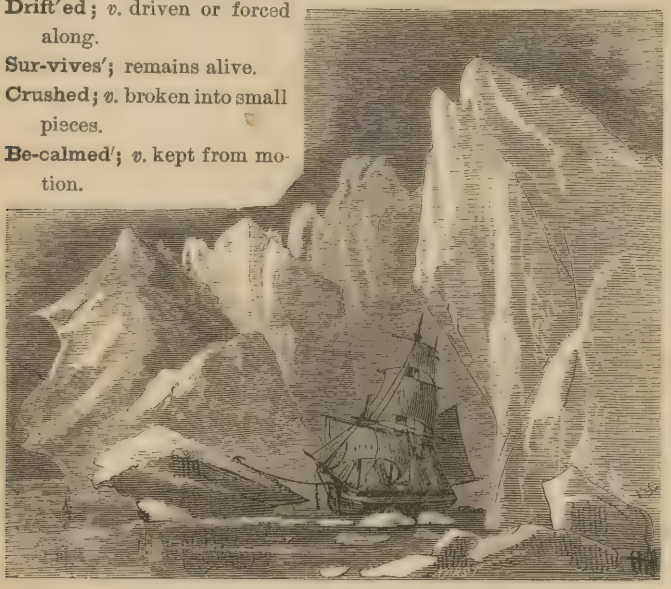
10. Parchment and vellum, which were formerly used to write upon, and on which were written many ancient books that are still preserved in great libraries, are kinds of leather prepared from the skins of sheep and goats. Even now important deeds and documents are written on parchment, which is much more durable than paper.

Exercises.

The sound of **k** is precisely that of **c** hard. Before **n** in the same syllable **k** is silent, as: I *k*now you are not a *k*night, but a *k*nave. It is also silent after **c**, as in lac*k*, struc*k*, &c.

LESSON LIX.

3. **Ledg'es**; *n.* layers, shelves.
3. **Glit'ter**; *v.* to shine, to sparkle.
4. **Drift'ed**; *v.* driven or forced along.
6. **Sur-vives'**; remains alive.
7. **Crushed**; *v.* broken into small pieces.
8. **Be-calmed'**; *v.* kept from motion.
11. **Hurls**; *v.* flings, throws with violence.



Dr. Kane and the Icebergs.

PRONUNCIATION.—Do not say ize for ice; op'rate for op'er-ate: in'gines for en'gines (en'jins); sposed for sup-posed'; ag'niz-ing for ag'o-niz-ing; in'stunt for in'stant.

1. At the top of the map of the world you will find the Arctic Region, where land and sea are bound by a perpetual frost.

2. One of the most remarkable features of this region is its vast masses of ice, known as icebergs. They are, in fact, immense ice-mountains, some of them rising out of the water to the height of five or six hundred feet.

3. On a clear, bright day the largest bergs are objects of sublimest splendor. Their sides are of a deep blue. The ×jagged ledges are covered with virgin snow. Their bristling peaks are transparent like glass. In the sun's rays their walls become reflectors, and their thousand points glitter and flash with jewel-like light.

4. At certain seasons of the year icebergs are clustered together in one vast, frozen ×continent of mountains and valleys. Then comes a change. With a sound like thunder these continents of ice are split up into pieces. Thus set at liberty, they are drifted by the various sea-currents.

5. Down into the sea, the base of the berg sinks to a depth about eight times greater than the height to which it rises out of it. On this base, currents ×operate as the winds do upon its head. Thus moving and heaving about by the force of wind and currents, icebergs become gigantic engines of destruction.

6. They travel hundreds of miles from their own seas, many of them floating far to the south over the track of the ships and steamers sailing between America and Europe. Many vessels, which have never been heard from, are supposed to have been destroyed by these dreadful ice-mountains. But it is only supposed, for when icebergs destroy, the destruction is generally so complete that not a soul survives to tell the story.

7. To the northern mariner, they are a terrible foe. When they close about him, his largest vessels are crushed, as would be, the empty shell of a filbert between the meeting buffers of a train. A striking instance of escape from icebergs is given by Dr. Kane in his account of his voyage in the Arctic seas.

8. One day, while sailing between two bergs which were moving towards each other, the ship was suddenly becalmed. Her sails hung loosely from the spars. Not a breath stirred. The towering, heaving masses steadily approached. In a few minutes, the doom of the vessel would be ×sealed.

9. While in a state of intense, agonizing anxiety, they perceived a third and much smaller berg, sailing down between these floating mountains. In an instant, they saw that in its course it must pass close along the ship's side. There was hope!

10. Could they but fix their helpless ship to it, it might tug them along with it and deliver them from their approaching, awful fate. Not a moment was to be lost. Quick as lightning a rope was seized, a small anchor attached, and a man stood ready to throw it, the life of every soul on board depending on his success.

11. The iceberg nears the ship. It is passing by. A strong arm hurls the anchor. It is in the air! Agonizing moment! Not a soul breathes. Will it hit?—or miss? A deafening cheer breaks forth. The ship moves. "It was an anxious moment," says Dr. Kane, "but our noble tow-horse hauled us bravely on."

12. With the success of that admirable throw, danger was not passed. Just as the ship was about to clear the great berg, the yards upon her aft-mast were discovered to be in danger of catching in it. In less time than it takes to tell, sailors fly to the rigging and ×brace them, and not a moment too soon. A second later, and their ship would have been doomed to hopeless destruction.

13. Scarcely had her stern left the channel which

lay between, when the bergs met with the crash and roar of thunder.

14. "Never," says Dr. Kane, "did men acknowledge with more gratitude their merciful deliverance from a wretched death."

LESSON LX.

1. **Sub-stan'tial**; *adj.* solid, strong.
1. **Head'way**; *n.* progress, success.
2. **In-junc'tion**; *n.* order, command.
3. **Ban'ished**; *v.* driven away.
3. **Pil'grim-age**; *n.* journey, tour.
3. **Es-sen'tial**; *adj.* necessary, indispensable.
4. **Fre'quent-ly**; *adv.* often, many times.
5. **Shrewd**; *adj.* quick to detect faults.
5. **Re-proved'**; *v.* chided, scolded.
9. **Su-per-sti'tion**; *n.* belief in signs or omens.

The Wonderful Box.

PRONUNCIATION.—Do not say ness'ry for nec'es-sa-ry; punc'chul for punct'u-al; pil'grum-idge for pil'grim-age; fre'qunt-lee, for fre'quent-ly.

1. There was once a farmer who possessed rich lands and was well provided with substantial buildings and everything else necessary for a well-stocked farm. However, this man made no headway, but grew poorer and poorer, until he found himself in danger of losing his farm altogether.

2. In his distress, he asked the advice of a neighbor, who passed for a sage. The wise man gave him a small box carefully sealed, with the s'rict injunction to carry it himself, every day, into every part of his farm—his fields, garden, woods, pastures, orchards and vineyards; also into the barns and stables, the garrets and cellars; the poultry-house and wood-shed; into the kitchen and dairy-room, in fact into every corner of

his place. Moreover he bid him not open the box until the end of the year.

3. He assured him, that by this means an evil spirit would be banished from his farm, provided he was punctual in this daily pilgrimage, with the wonderful box in his pocket. The strictest secrecy was enjoined, as an essential condition of success.

4. The farmer, overjoyed to possess so simple a remedy, gladly followed the instructions. From morning till night he was seen walking to and fro, but nobody could tell, why he so frequently felt in his pocket, as though he had something he was fearful of losing.

5. He would not, however, for anything in the world have the appearance of an idle walker, so he acted the part of a shrewd master; he reproved the carelessness of one, the want of economy in another; here he corrected what was going wrong, and there punished the dishonesty of a servant; in short, he always appeared busy for fear his secret might be discovered.

6. It was not long before he discovered the wonderful influence of his box. His servants did more than twice the accustomed work; his cattle improved surprisingly; his barns and stables began to fill; in fact, he even imagined that the money in his drawer had multiplied.

7. Finally the year passed over. The evil spirit was banished, the secret was yet untold, but the happy man was now allowed a peep into his box to see the charm that had wrought such wonders. "Oh," he exclaimed earnestly (after cautiously bolting the door against his foreman, who was now ever at his heels to get directions), "but for this dear little thing, I should to-day be a beggar!"

8. I should like to let my young readers guess the contents of this mysterious box, but I fear they would not succeed; I will therefore tell them. It contained merely a slip of paper, with these words written on it:

"*Keep an eye to your own affairs; a master's eye is worth ten hands.*"

9. Surprised, but not disappointed, the farmer ever after, without any superstition, followed the advice that had wrought so great a change in his fortune. He became the most wealthy man in the district, and there was no poor person for miles around, that did not praise his liberality.

LESSON LXI.

The Puzzled Census-Taker.

"Got any boys?" the marshal said
To a lady from over the Rhine;
And the lady shook her flaxen head,
And civilly answered, "*Nein!*" *

"Got any girls?" the marshal said
To the lady from over the Rhine;
And again the lady shook her head,
And civilly answered, "*Nein!*"

"But some are dead?" the marshal said
To the lady from over the Rhine;
And again the lady shook her head,
And civilly answered "*Nein!*"

* *Nein*, pronounced *nine*, is the German for "*No.*"

"Husband, of course!" the marshal said
To the lady from over the Rhine;
And again she shook her flaxen head,
And civilly answered, "*Nein!*"

"You don't say you have!" the marshal said
To the lady from over the Rhine;
And again she shook her flaxen head,
And civilly answered, "*Nein!*"

"Now what do you mean by shaking your head,
And always answering 'Nine?'"
"*Ich kann nicht Englisch,*" * civilly said
The lady from over the Rhine!

* "*I do not understand English.*"

LESSON LXII.

1. **Nour'ish-ment**; *n.* that which serves to promote growth.
1. **In-dis-pen'sa-ble**; *adj.* impossible to be spared.
1. **Im-parts'**; *v.* gives.
3. **Con-duct'ed**; *v.* led.
5. **Ad-mixt'ure**; *n.* mixture.
6. **In'va-lids**; *n.* sickly people.
6. **Al'ter-a-tive**; *adj.* having power to restore the healthy functions of the body.
6. **Con-found'ed**; *v.* mistaken for.

Salt.

PRONUNCIATION.—Do not say or'ner-ee for or'di-na-ry; lairs for lay'ers; bor'en for bor'ing; shal'ler for shal'low; fust, or forst for first.

1. Salt is a necessity of life: it is used daily by rich and poor, by man and beast. Though salt contains no nourishment, yet it has become almost indispensable to us, and may be called the ordinary spice of food, to which it imparts a pleasant and agreeable flavor.

2. Salt, like water, is found almost everywhere, and in a great variety of forms. In some places, it lies in beds or layers, and is dug out like coal or iron. This is called "rock salt" and is generally in the form of cubes, and needs but little preparation for the table. It is so hard, that candle-sticks, boxes, and other fancy articles are sometimes made of it, and when kept dry, last for a long time.

3. Another variety of salt is known as "spring salt," "pit salt," or "brine salt." This is obtained from the springs that bubble up from the ground, or run from the rocks, or in some cases are found by boring into the earth. When the water from these springs is pure, it is conducted at once into large, shallow pans, where it is evaporated, and the salt that remains is then dried; but, in some cases, it is necessary to purify the water before the process of evaporation begins.

4. One of the first springs known in this country was discovered at Salina, in the State of New York, by the early Catholic missionaries, but the Dutch, who were then in possession of New York, or as they called it, New Netherland, refused to believe the report of the discovery, saying that it was all a Jesuit lie.

5. Another variety of salt, known as "bay salt," or "sea salt," is obtained by evaporating sea water; that known as "Turk's Island salt," is specially used for pickling or preserving fish and meats, as it is purer than spring salt, which often has an admixture of lime. In hot countries, salt is sometimes manufactured by simply running the water into ditches and allowing it to evaporate under the rays of the sun.

6. Many of the medicinal waters, which are so much sought after by invalids and others, owe their healing

or alterative properties to the salts of various kinds which they contain, but these must not be confounded with the ordinary table salt.

LESSON LXIII.

1. **Con-spic'u-ous**; *adj.* eminent, famous.
2. **In-spired'**; *v.* filled the mind.
2. **Fer'vent**; *adj.* earnest.
3. **Flocked**; *v.* gathered in crowds.
3. **Ac-quired'**; *v.* gained, obtained.
7. **Vi'o-late**; *v.* to profane.
8. **En-treat'ies**; *n.* pressing requests.
9. **Ban'quet**; *n.* a feast.
9. **In-tim'i-date**; *v.* to frighten.
10. **Re-leased'**; *v.* set free.
10. **Shrine**; *n.* a place of worship.

The Martyr of the Confessional.

PRONUNCIATION.—Do not say Cath'lic for Cath'o-lic; cun-spic'yus for con-spic'u-ous; murt for mer'it; vi'lent, or still worse, voi'er-lent for vi'o-lent. Has'tened is pronounced hase'n'd.

1. Among the noble army of illustrious martyrs, who have in all ages borne witness to the truth of the Catholic religion, Saint John Nepomucene stands conspicuous as one who laid down his life rather than betray the secret of the confessional.

2. He was born in the little village of Nepomuk in Bohemia, in the year 1330. His parents were plain, pious citizens, who inspired their son with a fervent love for our divine Saviour. As a boy, his greatest pleasure was to visit the neighboring church, and when old enough, to serve the masses of the Cistercian monks.

3. After pursuing his early studies near his home, he was placed in the University then just founded by the Emperor Charles IV. at Prague. Great numbers of young men, from all parts of Germany, flocked to the

new seat of learning, and among the thousands there were, of course, many who were bad. John avoided their company. He acquired learning, but did not lose his innocence. The schools and the church were the places he loved best. When not studying, he was at prayer.

4. When the time for his ordination approached, he redoubled his devotions, and prepared for Holy Orders in solitude and prayer. The young priest taught men to love virtue no less by his pious example than by his learning and eloquence. When he preached, the churches were full to overflowing.

5. Such merit was not unobserved. The pious archbishop of Prague made John one of the canons. The son and successor of Charles IV., Wenceslaus, also heard of the holy preacher, and though himself a most wicked and shameless young man, summoned the pious canon to preach the Advent sermons at the court. The burning words of the zealous priest made even Wenceslaus enter into himself for a time, and he offered the holy man a bishopric and other dignities, which John steadily refused.

6. The empress Jane, a pious and charitable princess, made him her confessor, and his counsels aided her to bear the persecutions of her cruel husband. No one at court seemed to resist St. John; he won all to a better life, and to works of mercy; all, except Wenceslaus, who, like one possessed, became more violent than ever.

7. One day he sent for the holy priest, and commanded him to tell what the empress had confessed to him. Saint John, struck with horror, showed him that no priest could violate the secret of the confessional;

that he must suffer death rather than utter a syllable confided to him in the holy tribunal. He left the emperor, feeling that he must soon suffer for his refusal.

8. Not long after, Wenceslaus ordered his cook to be roasted alive for not serving up a dinner to his taste. Saint John hastened to the emperor, and used such entreaties and even threats of divine vengeance, that the emperor ordered him to be cast into prison.

9. Then Wenceslaus sent him word, that he must lie there, till he revealed the empress' confession; but finding, that he could not intimidate the Saint, he tried another course. He invited John to a banquet and treated him with great respect, but it was only in order to renew the same wicked proposal. The Saint refused to comply, was again thrown into prison, and stretched on the rack; his sides were burned with torches and other inhuman tortures were inflicted upon him.

10. Soon after he was released, and when he recovered, resumed his preaching and labors. But he foresaw a speedy death, and after preaching a sermon in which he plainly foretold it, he made a pilgrimage to a celebrated shrine of the Blessed Virgin, in order to prepare for his last combat.

11. As he passed the palace on his return home, he was seen by the wicked emperor, who ordered him to be seized and brought before him. Again Wenceslaus demanded to know the confessions of the empress. Saint John made no reply. Then the furious emperor ordered the holy man to be taken out, and to be thrown into the river, after dark.

12. The barbarous order was executed, Saint John after spending some hours in prayer, was bound hand

and foot and thrown, from the bridge, into the river Moldau. No sooner, however, had the waters closed over him than a bright light appeared, which drew the people to the river side, when they beheld the body of the Saint floating on the surface of the water.

13. When, in the last century, the tomb was opened, the tongue of the Saint was fresh, like that of a living person. He is honored as the patron of Bohemia, and his statue stands on the bridge over the Moldau, his finger on his lip, as a ˣsymbol of the holy silence which caused his death.

Exercises.

The letter **l** has only one sound and should be distinctly uttered, as. The *l*one*l*y *l*ame mi*ll*er *l*imped a*l*ong by the wa*ll*. In many words, especially before a final consonant **l** is silent, as: The beggar asked for a*l*ms and I gave him ha*l*f a sa*l*mon. The fo*l*ks wa*l*k and ta*l*k together. A*l*monds are as white as cha*l*k.

LESSON LXIV.

A Magic Word.

PRONUNCIATION.—Do not say won'er-ful for won der-ful; bu'chus for beau te-ous (bu'te-us); shine'in, bless'un, pray'en for shin'ing, bless'ing and pray'ing.

There's a little word
I have often heard,
And it bears a magic spell;
It is sweet and clear
To the listening ear,
As the sound of a tinkling bell;
Would you travel the road to honor,
You must practice its teachings well.

On the roll of fame
'Twill inscribe your name
In letters of shining light;
Whate'er you will,
Perform with skill,
So wonderful is its might;
However dark the present,
It can make the future bright.

And better than this,
It will lead to bliss,
And a beauteous home on high;
If uttered with prayer,
It will banish despair,
And bring a blessing nigh;
Then ever praying and trusting,
Remember the simple word, "Try."

LESSON LXV.

1. **En'voys**; *n.* messengers.
1. **Aux-il'ia-ries**; *n.* helpers, assistants.
2. **Dis-pos'a-ble**; *adj.* not already employed.
3. **Con-jured'**; *v.* implored earnestly.
6. **Chiv'al-rous**; *adj.* bold, gallant.
6. **Prow'ess**; *n.* bravery.
8. **Trans-fixed'**; *v.* pierced through
9. **De-volved'**; *v.* passed to.
12. **Ad'verse**; *adj.* opposing.
12. **Hav'oc**; *n.* destruction.

The Battle of Clontarf.

PRONUNCIATION.—Do not say mess'un-jes for mes'sen-gers; im-me'-jut for im-me'di-ate; vet'run for vet'er-an; ub-tained' for ob-tained'.

1. The Danes, who had obtained a ×foothold in Ireland, were hard pressed by the veteran monarch of the island, Brian Boru. They began to prepare with the utmost activity for a combined effort against the Irish, by dispatching envoys in every direction to summon auxiliaries to their banner.

2. Not only from Scotland and all the neighboring isles did they ×muster the disposable force of their fellow Northmen, but even to Denmark and Norway messengers were sent to ask immediate aid.

3. The Irish were ready to meet them, and advanced to the plain of Clontarf. Here Brian, having arranged his order of battle, went himself among the troops, accompanied only by his son Morrough; and addressing them all, from the highest to the lowest, conjured them to summon up their utmost strength and ×fortitude against the base ×confederacy of pirates then before them.

4. After ×recounting the massacres and ×devastations of the invaders, he exhibited in his left hand a crucifix

stained with blood, and waving his sword triumphantly in his right, gave the signal for action. Then ensued the memorable battle, which lasted, without pause or breathing time, from a little after sunrise till the dusk of the evening.

5. Brian, yielding to his ˣinfirmities, for he was in his eighty-eighth year, retired early in the day to a tent near the scene of conflict, where he might ˣpreside in spirit over the field.

6. Morrough directed the operations of the whole army, being followed into the thick of the fight by his son Turlough, a youth but fifteen years old. Everywhere did this chivalrous prince perform prodigies of valor and prowess. Sitric, son of the Earl of the Orkneys, he dispatched with a single blow of his battle-axe, which cut in two the body of the Dane through his armor.

7. One thousand men in mail, commanded by two Norwegian princes, Anrud and Charles, struck panic into the Irish troops opposed to them, but the bravery of Morrough and his gallant Dalgais soon broke through the spell that surrounded these mailed warriors, and not a man of the thousand escaped to tell the fortunes of that day.

8. Morrough cut down Charles with his own hand. But soon after, Anrud rushed upon him. The Irish hero sprang forward, and seizing the Norwegian firmly with his left hand—his right being lamed by constant use of his sword—he hurled the unfortunate prince to the earth, and there transfixed him with his sword. But Anrud, in his death-struggle, plunged a dagger into Morrough's heart.

9. The fatal wound having robbed the Irish of their

gallant leader, the active command devolved on Malachy, the King of Tara, by whom the Danes and their traitorous confederates were finally driven from the field with immense slaughter.

10. In the midst of the ×rout and ×carnage of their retreat the Danish admiral, Bruadair, fleeing to a small grove near Brian's tent, perceived that the monarch was surrounded by only a few attendants, and was kneeling with hands upraised and his mind intent on prayer. Taking advantage of the moment, Bruadair rushed into the tent with his followers, and after a short struggle, put the aged monarch and a boy, who was in attendance upon him, to death.

11. Judging from the number of princes and chieftains who fell on both sides at Clontarf, the general slaughter must have been immense. Besides Brian, his son Murrough, and young grandson Turlough, lists of princes and heads of tribes are given, who died fighting, and the whole loss is ×estimated at seven thousand men.

12. On the adverse side, the havoc made of the principal chieftains was still more considerable. Most of the Danish princes and earls, whom the fleet of Bruadair had wafted to the Irish coast, found their graves upon the shore of Clontarf, while the total loss of the Danish invaders, in killed and drowned, must have reached seventeen thousand men.

13. Brian, who had in fifty battles borne away the palm of victory from the Northmen and their allies, closed his gallant career by purchasing, with his life-blood, a final victory, which delivered Ireland forever from the Danes.

LESSON LXVI.

2. **Trudg'ing**; *v.* walking wearily.
4. **De-bate'**; *n.* argument, discussion.
4. **Hulk**; *n.* anything large, unwieldy or clumsy.
6. **Keep pace**; keep up with.

The Miller, his Son and their Ass.

PRONUNCIATION.—Say neigh'bor-ing, not na'brin; get, not git; proceed'ed, not prer-ceed'ed; a'ny (en'ny), not an'ny. Bar'gain is pronounced as if spelt bar'gen.

1. A miller and his son were driving their ass to a neighboring fair to sell it. They had not gone far when they met a crowd of women standing together, talking and laughing.

2. "Look there," cried one of them, "did you ever see such foolish fellows, to be trudging along on foot when they might ride."

3. Hearing this, the old man made his son mount the ass and continued to walk merrily by his side.

4. Presently they came up to a group of old men in earnest debate. "There," said one of them, "that proves what I was saying. What respect is shown to old age now-a-days? Look at that great hulk of a boy riding, while his old father has to walk! Get down, I say, and let your father take your place!"

5. Upon this the old man made his son dismount and got up himself.

6. They had not proceeded far when they met a lot of women and children. "Why, you lazy old fellow!" cried several of them at once, "how can you ride, while that poor lad can hardly keep pace with you?"

7. The good-natured miller immediately took his son up behind him. They had now almost reached the town.

8. "Pray, honest friend," said a citizen, "is that ass your own?"

9. "It is," answered the old man.

10. "Well, no one would think so, from the way in which you load him. Why, you two stout fellows are better able to carry the poor beast than he is to carry you."

11. "Any thing to please you," replied the miller, "we can but try." So, alighting with his son, they tied the legs of the ass together, and slinging him on a pole, endeavored to carry him on their shoulders.

12. This entertaining sight brought the people in crowds to laugh at them. The ass, frightened at the noise, and not liking his novel position, broke the cords that bound him, and taking to his heels, galloped off.

13. Upon this, the miller, vexed and ashamed, made the best of his way home again, convinced that by endeavoring to please everybody he had pleased nobody, and lost his ass into the bargain.

LESSON LXVII.

Faithful Christians, Faithful Servants.

1. Constantius, the father of Constantine the Great, though all his life a pagan, was not an enemy of the Christians. He learned that even among his own household there were some Christians, and, in fact, he knew them all.

2. One day he summoned them before him, and putting on a stern and forbidding countenance, said: "It is true, is it not, that you are Christians? Come! confess it at once."

3. Then some began to tremble and fear that they might be dismissed from their positions, and perhaps even be condemned to the torture. Yielding to this fear they denied their faith.

4. But there were others who openly and loudly proclaimed their faith. "Yes," said these generous men, "we are Christians; Christ crucified is our God!"

5. Then Constantius said to the cowards: "Do you esteem your God so little as to deny him? How then can you be true to me, who am only a man? Begone from me!"

6. The steadfast and brave Christians, however, he retained in his service, and said to them: "Be faithful to your God, and you will be faithful also to me."

Exercises.

At the *close* of the term, he bought some new *clothes*. The *crews* of the vessel did not like the prospect of a long *cruise*. The girl was *sent* to buy some *scent* for a *cent*. Each member of the *choir* received a *quire* of paper. The man had hardly *done* talking when a *dun* came to him. We all must *die* one day, but some *dye* every day.

LESSON LXVIII.

The Voice of the Flowers.

PRONUNCIATION.—Say Beth'le-hem, not Beth'lem; de-light', not dee'-light; ex-tol', not ex-tole'. Birth rhymes with earth.

Dear Lord, who in Thy love so great
  Didst frame this world of ours,
And its fair robe of green create,
  All bright with blooming flowers;
By Thy sweet will, o'er hill and dale,
  Each plant and leafy tree
Are bearers of a welcome tale,
  And speak to us of Thee.

The little snow-drop's hardy birth
  Amid the winter snow,
Thine infant days on this rude earth
  In Bethlehem's cave doth show.
In the fair lily's spotless white
  Thy virgin life we see;
Oh, make it, Lord, our fond delight
  Thus to resemble Thee!

The violet blooming in the dell
  Hath its own words of praise,
Its hidden fragrance seems to tell
  Thy humble, hidden ways;
And daily as the opening rose
  Unveils its blushing hue,
So doth Thy tender love disclose
  A beauty ever new.

Thus not a plant that scents the gale,
Or blossom on the tree,
But sweetly whispers its own tale,
O, loving Lord, of Thee.
Nor these alone, but all we trace,
Around us and above,
Extols Thy majesty and grace,
And shows Thy boundless love.

LESSON LXIX.

2. **Bur'rows**; *n.* holes in the ground made by certain animals for shelter.
2. **Com-mu'ni-ty**; *n.* a society having rights and privileges in common.
3. **Felled**; *v.* brought to the ground.
6. **Sev'er-ing**; *v.* cutting through.
8. **Con'vex**; *adj.* swelling into a rounded form.
9. **In-vad'ing**; *v.* entering into, encroaching on.

The Beaver.

PRONUNCIATION.—Do not say choose'en for chos'en (cho'zn); al'wurs for al'ways; gnaw'ring for gnaw'ing; pint'ed for point'ed.

1. To see the beaver in its native state, we must search it out in the depths of those forests which are still undisturbed by the pioneer's ax.

2. In happy, lonely pairs the beavers have enjoyed the summer glories of the forest, but now the trees are losing their leaves and winter is coming on with rapid strides. So the beavers quit the burrows in which they have spent the summer months, form themselves into a community, and prepare to build their winter home.

3. Let us watch a party of beavers at work. They are about to construct a colony. First a spot is chosen

in a river; all are agreed on its suitability. Next trees are wanted, and they must be felled.

4. When the animal has fixed upon a tree, it begins by sitting upright, and with its chisel-like teeth cutting a deep groove completely round the trunk. It then deepens and widens the groove, making the width in exact proportion to its depth, so that when the tree is nearly cut through, it looks something like the contracted portion of an hour-glass.

5. When this stage has been reached, the beaver looks anxiously at the tree and views it on every side, as if to find out the direction in which it is to fall. Having settled this question, the beaver goes to the opposite side of the tree, and with two or three powerful bites cuts away the wood, so that the tree becomes overbalanced and falls to the ground.

6. The animal then cuts the fallen trunk into lengths, usually of about a yard, employing a similar method of severing the wood. In consequence of this mode of gnawing the timber, both ends of the log are rounded and rather pointed.

7. The beaver's strength may be judged from the fact that some of the logs which it has to roll are upwards of a hundredweight. These huge blocks of timber are for the construction of a dam in the river.

8. The dam is by no means placed at random in the stream, just where a few logs may have happened to lodge, but is set exactly where it is wanted, and is made so as to suit the force of the current. Where the stream runs slowly, the dam is carried straight across the river, but where the water has much power, the barrier is made in a convex shape so as to resist the force of the rushing water.

9. Some of the dams are of great size, measuring two or three hundred yards in length and ten or twelve feet in thickness, plastered within and without, and rounded into a dome, which rises upwards of four feet above the level of the dam. The entrance is invisible, being two or three feet below the surface of the water. This water-buried entrance is their most effectual defence. Their most dreaded foe is thus prevented from invading their houses.

10. The house consists of an upper and lower story. The lower story, or cellar, contains a store of bark-food for the winter. The upper story, or living room, is a circular, dome-topped room, three feet to the ceiling and eleven feet across.

11. During the summer the beaver is "out of town," but in the fall it returns again, repairs its house and goes into winter-quarters, where it abides in peace and comfort.

LESSON LXX.

2. **Gi-gan'tic**; *adj.* very large.
5. **Vo-cif'er-at-ed**; *v.* cried out loudly.
7. **Bat'tle-ment**; *n.* an elevated wall above the eaves of a house.

The Barber and the Devil.

1. Sharp, the lean barber, was busy every day of the week; but never so busy as on Sunday. On that day in came the laborer and the mechanic, the clerk and the merchant, the rich and the poor; there was no end to hair-cutting, shaving, and the dressing and dyeing of locks. On such occasions Sharp was in his glory; he was making money, but forgetting to hear mass.

2. One day Sharp had shaved and cut until his razors and scissors were as dull as a school-boy's pocket-knife. The last customer had left. Sharp had become dull, and was sitting in his big arm-chair, dozing, when a stranger of gigantic size entered.

3. "Will you shave me?" grunted the stranger with a smile that laid bare his molar-teeth. "Will you shave me?" he demanded again, in a somewhat louder tone. Sharp bounced to his feet like a grasshopper. A glance at the stranger convinced him that he had no ordinary customer to deal with. Such little, black, piercing eyes; such a crooked chin and bristling beard he had never seen before. Sharp shook his head.

4. "Will you shave me?" shouted the stranger with a stamp upon the floor, that made every grease-bottle dance. The poor barber dared no longer refuse. He tried to gain time. No razor was sharp enough for those horrid bristles; he ground, he stropped his razor, he passed it over his hand; he tried to cut hairs with it, and resumed stropping again.

5. "Will you shave me?" vociferated the stranger with a voice that almost stunned the little barber. He began to prepare the lather, but so slowly that he excited his customer's impatience to the last degree.

6. "Will you shave me?" the fiend thundered out again, and as he sprang to his feet, sparks of fire flew out of him as from a piece of red-hot iron. The barber jumped through the window, and ran to the church; but being little acquainted with the place mistook the door of the steeple for the door of the church. Up! up! higher, higher! his persecutor close at his heels.

7. Both soon reached the highest floor. "Will you shave me now?" hissed the devil, seizing the nose of

the barber between his thumb and forefinger, and holding him out at arm's length over the battlement.

8. At this critical moment, when the poor barber in vain struggled with the fiend, he heard a friendly voice saying: "Remember thou keep holy the Sabbath-day." It was the voice of an angel. The devil fled, the barber dropped—down! down! down—to the floor—but only from his chair!

9. Poor fellow, he had been dreaming; but the dream was a warning, and ever after, Sharp went regularly to mass.

Exercises.

N is sounded very distinctly in the following sentences.—*N*ame *nin*e *nation*s. John mended his net. Can you say *no*, *nor*, *not* and *now*?

When final after **l** or **m**, **n** is uniformly silent, as: The traitor was condemned to be shot in autumn. He fell into a kiln.

LESSON LXXI.

2. **Ex-panse'**; *n.* a wide extent of space.
2. **Mim'ic-ry**; *n.* imitation.
3. **Ca-pa'cious**; *adj.* large, broad.
3. **Pict-ur-esque'**; *adj.* fitted to form a pleasing picture.
5. **Min-a-rets'**; *n.* slender, lofty towers.

The Harbor of Cork.

PRONUNCIATION.—Say scarce'ly, not scurce'ly; mag-nif'i-cent, not mag-er-nif'i-cent; glo'ri-ous, not ger-lo'ri-ous. Quay is pronounced as if spelt kee.

1. The distant appearance of Cork harbor, from the seaward approach, is gloomy, rocky, and ×inhospitable; but as its entrance between two bold headlands—scarcely half a mile apart and crowned by fortifications—opens upon the view, its character undergoes a complete change.

2. The town of Cove, with the island of Spike, forming a sort of natural break-water, and several smaller islands, give variety and interest to a noble expanse of sea that spreads out, like a ×luxuriant lake, to welcome and rejoice the visitor; its sparkling ×billows heaving and tumbling in sportive mimicry of the wild and wide ocean without.

3. The harbor is one of the most secure, capacious, and beautiful of the kingdom, and is said to be large enough to contain the whole navy of Great Britain. Passing Monkstown and Passage, two pretty and picturesque villages, the vessel proceeds to the Quay of Cork.

4. To do full justice to the exceeding beauty of the river Lee is impossible. On either side, immediately

the barbessing the harbor's mouth, numberless attractive ing hèts, in succession, greet the eye; and the wild and cultivated are so happily mingled, that it would seem as if the hand of taste had been everywhere employed, skillfully, to direct and improve nature.

5. Moore, during one of his visits, called it "the noble sea avenue to Cork;" and an eastern traveler, with whom we journeyed, observed that "a few minarets placed in its hanging gardens would ×realize the Bosphorus."

6. As we proceed along, the land seems always around us; and from its mouth to the city quays, the river, in its perpetual changes, appears a series of lakes, from which there is no passage except over one of the surrounding hills. These hills are clad, from the summit to the water's edge, with every variety of foliage; graceful villas and ornamental cottages are scattered among them in profusion, and here and there some ancient ruin recalls a story of the past.

7. A sail from Cork to Cove is one of the rarest and richest treats the island can supply, and might justify a description that would seem akin to fiction. It is, therefore, not surprising, considering also the cheapness and rapidity of the passage to and fro, that a large proportion of the citizens have dwellings magnificent or unpretending, according to their means, along the banks of their glorious and beautiful river.

Exercises.

If the boy can *earn* enough he will present a tea *urn* to his mother. *I* hurt my *eye*. Did *you* see the *ewe* and the lamb? *Fur* does not grow on a *fir* tree. The teacher *fined* the boy because he could not *find* his book. To stand on your head instead of your *feet* is a difficult *feat*.

LESSON LXXII.

1. **Wight**; *n.* a person.
1. **Flee'cy**; *adj.* made of wool.
3. **New'gate**; *n.* a prison in London.
3. **Un-con'scion-a-ble**; *adj.* without conscience.
4. **Score**; *n.* twenty.

The Gouty Merchant.

In Broad Street buildings, on a winter night,
Snug by his parlor fire, a gouty wight
Sat all alone, with one hand rubbing
His leg, wrapped up in fleecy hose,
While the other held beneath his nose
The Public Ledger, in whose columns grubbing,
He noted all the sales of hops,
Ships, shops and slops,
Gums, galls and groceries, ginger, gin,
Tar, tallow, turmeric, turpentine and tin;

When lo! a decent personage in black
Entered, and most politely said:
"Your footman, sir, has gone his nightly track,
To the King's Head,
And left your door ajar, which I
Observed in passing by,
And thought it neighborly to give you notice."

"Ten thousand thanks! how very few get
In time of danger,
Such kind attentions from a stranger!
Assuredly that fellow's throat is
Doomed to a final drop at Newgate;
He knows, too, the unconscionable elf,
That there's no soul at home except myself."

"Indeed!" replied the stranger, looking grave;
"Then he's a double knave.
He knows that rogues and thieves by scores
Nightly beset unguarded doors;
And see how easily might one
  Of those domestic foes,
  Even beneath your very nose,
  Perform his knavish tricks;
Enter your room, as I have done,
Blow out your candles—*thus*, and *thus*.
  Pocket your silver candlesticks—
    And walk off *thus*!"

So said, so done—he made no more remark,
  Nor waited for replies,
  But marched off with his prize,
Leaving the gouty merchant in the dark.

LESSON LXXIII.

1. **Way'far-er**; *n.* a traveler.
2. **Re-sign'ing**; *v.* giving up.
3. **Ge'ni-al**; *adj.* cheering, exciting joy or pleasure.

The North Wind and the Sun.

1. The North Wind and the Sun disputed as to which was the more powerful, and agreed, that he should be declared the victor, who could first strip a way-farer of his clothes.

2. The North Wind first tried his power, and blew with all his might; but the keener the blast, the closer the traveler wrapped his cloak about him; till at last, resigning all hope of victory, the Wind called upon the Sun to see what he could do.

3. The Sun suddenly shone out with all its warmth. The traveler no sooner felt its genial rays than he began to take off one garment after another, and at last, fairly overcome by the heat, undressed and bathed in a river that ran near by.

Persuasion is better than force.

LESSON LXXIV.

7. **Clev'er**; *adj.* smart.
7. **Ac-com'plish**; *v.* to perform, to effect.
10. **Ac-cus'ing**; *v.* charging with.
11. **Be-stowed'**; *v.* given.
11. **Af-ford'ing**; *v.* giving.
14. **De-spise'**; *v.* to look upon with contempt.

The Mass.

PRONUNCIATION.—Do not say sarv'ice, or serv'us for serv'ice; thur fore for there'fore; Gawd for God. Fore'head is pronounced for'ed.

1. *Alice.*—"I often wonder, Mary, how a young lady as intelligent as you are, can go so regularly to mass on Sundays and Holydays. It seems to me so foolish to attend a service you do not understand."

2. *Mary.*—"Not understand what the mass is, Alice! Indeed, you are quite mistaken, for I know all about it."

3. *Alice.*—"But you do not understand Latin."

4. *Mary.*—"That makes no difference, as I can show you. You know by the Bible that the high priest used to offer sacrifice before all the people: now, very few could hear his words on account of the distance at which they were from him, and therefore they did not know what he said."

5. *Alice.*—"But the people knew very well what he did, and they united their intention with his."

6. *Mary.*—"Just so when I hear mass, though I do not understand the language the priest uses, I know very well the meaning of all that he says and does, and I can make it clear to you, if you like."

7. *Alice.*—"You will be very clever if you can accomplish this, but I am pretty sure you can not. However, you may try."

8. *Mary.*—"When the priest comes to the foot of the altar I make the sign of the cross, and think that I am going to be present at the very same sacrifice which was offered on Mount Calvary, when our Lord died on the cross; that His Body and Blood are to be offered to God for His honor and glory, in remembrance of His death; to obtain pardon for our sins, and graces for the whole church."

9. *Alice.*—"Do you always remember to do this?"

10. *Mary.*—"I do at the beginning of every mass. When the priest bends down and says the *Confiteor*, I say it too, accusing myself of my sins; then I try to be sorry for them, and ask pardon of God, and the priest, too, asks God to pardon us.

11. "When the priest goes up to the altar, and while he recites the *Gloria*, I try to remember all the blessings God has bestowed on me, giving me good parents, making me a Catholic, affording me instruction in my religion; and for all I thank Him with my whole heart.

12. "During the prayers and the epistle that the priest says at the right hand corner of the altar, I pray that I may become a good Christian, and I ask all the saints to assist me with their prayers.

13. "After a little while the priest moves to the left side of the altar, and there reads the Gospel; then we all stand up to express our readiness to do whatever our Lord teaches; and we make the sign of the cross on our forehead, mouth and breast, to show, that we are neither afraid nor ashamed to profess outwardly what we believe with our whole hearts."

14. *Alice.*—"Very good, Mary. I like this better than anything you have told me yet, for I heartily despise any girl that is ashamed of her religion."

LESSON LXXV.

2. **Ac-cept'a-ble**; *adj.* agreeable, welcome.
5. **A-dor-a'tion**; *n.* worship of God.
8. **Wor'thy**; *adj.* deserving.

The Mass. Concluded.

1. *Mary.*—"The priest next returns to the middle of the altar and recites the *Creed.* When this is said, I see him go to the corner of the altar and pour wine and water into the chalice; then I say, 'Oh, my God! I offer Thee this holy sacrifice in honor of the most Holy Passion and Death of Jesus Christ.'

2. "After this the priest washes his fingers to show how pure we ought to be, and I ask our Lord to wash me from every stain of sin. Soon after he turns around and tells us all to pray, that the sacrifice which he offers may be acceptable before God; and I do pray that He may receive it to the glory of His Holy Name, for our benefit and that of the universal Church.

3. "The little bell rings to warn us that the most solemn part of the mass is about to begin. At the

sound of the bell I bow down, and adore the great God who fills heaven and earth with His presence.

4. "After this I pray to Him for all my relations who are living, and I ask Him to bless and protect our Holy Father, the Pope, and all my superiors.

5. "About this time the little bell is again rung, and the priest is about to pronounce the words of our divine Lord at the Last Supper, words which bring God from Heaven upon the altar. Again the bell is rung and all is quiet. Every head bows down in silent adoration. Our Lord has really come.

6. "Then whilst we all adore Him, I say, 'My dear Lord Jesus Christ, I firmly believe, that Thou art really present in the Blessed Sacrament, because Thou hast said it. I adore Thee; I love Thee with my whole heart. Save me from sin while I live, and take me to heaven when I die.' This part of the mass is called the *Consecration.*

7. "After this, since I know that our Lord is on the

altar, within a few steps of me, I pray to Him for every thing I want. First, I pray for the dead, especially for my own relations, then for the dead in general. After this I hear the priest saying the *Our Father*, in Latin, and I say it in English; then, as he strikes his breast, I hear him say, *Agnus Dei;* and I, too, strike my breast and say, three times, 'Lamb of God, who takest away the sins of the world, have mercy on us.'

8. "The priest next takes the Blessed Sacrament in his hand, and, before receiving Our Lord, says three times in Latin, 'Lord, I am not worthy that Thou shouldst enter under my roof; say only the word, and my soul shall be healed;' then all the people bow down, and striking their breasts, say the same words in their native tongue.

9. "Then those who are prepared go to the altar-rails to receive holy communion. If I should not be prepared to receive, I make a spiritual communion."

10. *Alice.*—"What is a spiritual communion?"

11. *Mary.*—"I make an act of contrition, and I wish very much that I were worthy to receive Jesus Christ into my heart at that moment. Then I say, 'My Jesus, I believe, that Thou art really present in the most Holy Sacrament; I adore and love Thee. Come into my heart.'

12. "Mass is now nearly ended. The priest says some other prayers, and then he gives us his blessing. At this I bow my head, and think it is our Lord Himself who blesses me, and I pray that His blessing may make me good.

13. "After the blessing we all stand up and hear the last Gospel. Then I thank God for having allowed me to be present at mass, and I kneel down to adore Him

in the Blessed Sacrament, and finally leave my place and go home.

14. "Now, Alice, do you understand why I love to go to mass, though I do not know Latin?"

15. *Alice.*—"Yes, Mary; and I would like to go to your Church too, if, as you say, our Lord is really there. I wish I could kneel before Him and get His blessing, as you do. Indeed, with the advantages you Catholics have, you all ought to be saints."

LESSON LXXVI.

The Ploughman and his Sons.

A wealthy ploughman, drawing near his end,
Called in his sons, apart from every friend,
And said: "When of your sire bereft,
The heritage our fathers left
Guard well, nor sell a single field.
A treasure in it is concealed:
The place, precisely, I don't know,
But industry will serve to show.
The harvest past, time's forelock take
And search with plough, and spade and rake;
Turn over every inch of sod,
Nor leave unsearched a single clod."

The father died. The sons—and not in vain—
Turned o'er the soil, and o'er again.
That year their acres bore
More grain than e'er before,
Though hidden money found they none,
Yet had their father wisely done,
To show, by such a measure,
That toil itself is treasure.

LESSON LXXVII.

1. **Prov'erb**; *n.* a sentence which expresses a practical truth in a short and forcible manner.
3. **Slug'gard**; *n.* a lazy person.
3. **Sloth'ful**; *adj.* idle, indolent.
7. **World'ling**; *adj.* one devoted to this world.

Waste not Time.

1. This advice applies to all, but more especially to the young, who, when they should most use time, are most apt to lose it. "Time is money," says the proverb: for we use time, first, to acquire knowledge, and secondly, through knowledge, money.

2. As, "Time and Tide wait for no man," we should waste no time, and least of all, the precious hours of morning, which, like the fish St. Peter caught, have gold in their mouth. You must have sleep, but then, go early to bed, for

> "Early to bed, and early to rise,
> Makes a man healthy, wealthy and wise."

3. Never say, "I have time enough," for usually, those who say they have time enough, do not spend their time well. "What you can do to-day, do not put off till to-morrow;" for the sluggard says, "to-morrow will be another day," and so he is always behind time, thus proving, that "desires kill the slothful."

4. "There is a time for everything," says the Wise Man; and most of that time must be given to work. If you want to possess gold, you must roll up your sleeves and work for it, and if you want to enjoy rest, you must first become tired by labor.

5. "Lost time never returns," but do not count upon

making *quick time*, for, in a hurry, you will hardly ever do anything well. "Slow, but steady, is always ready;" hence, St. Francis of Sales used to say, "Make haste slowly."

6. Do not waste time in folly, for in the time you take to learn tricks, you might learn a trade, and a good trade is a gold mine. Remember, "A foolish son is the anger of his father and the sorrow of his mother."

7. No matter how valuable time may be to the worldling, it is yet more precious to the Christian, for time was given to serve God and save our souls. Hence, no one can afford to waste time, for time once lost, never returns.

LESSON LXXVIII.

1. **Ex-pend'ed**; *v.* paid out.
2. **Del'e-gates**; *n.* persons sent to act for others.
3. **Me-mo'ri-als**; *n.* written representations of facts accompanied with a petition.
4. **Re-pealed'**; *v.* abolished, annulled.
4. **Im-posed'**; *v.* laid, put upon.
4. **Col-lis'ion**; *n.* conflict.
5. **Re-quest'**; *n.* demand, petition.
6. **Or'gan-ize**; *v.* to arrange in order.
8. **E-vac'u-at-ed**; *v.* quit.

The War of Independence.

1. England did not long enjoy her fine empire in America. The wars had cost thousands of lives and millions of money. The English government resolved to tax the American colonies to pay part of the war debt. The Americans resisted. They too had raised troops, had expended their money, and given the lives of their soldiers. They thought, that they had done enough.

2. But parliament passed the Stamp Act, which required, that deeds and receipts, newspapers, pamphlets,

and all legal documents should be written or printed on stamped paper issued by the government. The legislatures in the different colonies spoke strongly against the act, and, in October 1765, delegates from nine of the colonies met at New York, passed a Declaration of Rights, and sent memorials to the king and parliament.

3. The people did not however stop here. They declared, that the stamped paper should not be used, and, in some cases, compelled the officers appointed to distribute it, to resign their posts. In New York they paraded the streets with banners, and ended the day with burning Governor Colden's coach, kindling the fire with stamped paper.

4. The opposition was so general that parliament yielded and repealed the stamp act; but it did not give up the right to tax the colonies. It imposed a duty on tea and some other articles. Again the Americans rose in indignation. The English government sent troops to Boston; and in 1770 a collision took place between the soldiers and the people, in which several were killed.

5. When the tea-ships arrived at Boston, the people asked the royal governor for leave to send the vessels and their cargo back to England. The request was refused, and the citizens resolved that the tea should not be landed. A party disguised as Indians boarded the vessels, broke open every chest of tea and emptied it into the water. Parliament then closed Boston as a port, that is, it forbade any ships to enter or leave it, cutting off all its trade.

6. Twelve of the old British colonies then called a Continental Congress, which met in Philadelphia in

1774. Provincial congresses were formed in several of the colonies, and became the real government. All through the country people prepared for war. Men who had fought against the French, now began to drill and organize their neighbors. The English commander in Boston, General Gage, alarmed at this, began to fortify the place.

Independence Hall, Philadelphia.

7. The first engagement took place at Lexington. General Gage, hearing, that the colonists had a quantity of military stores at Concord, sent a detachment to destroy them on the 18th of April 1775. The British troops attacked and scattered some militia drawn up at Lexington, and then destroyed the stores at Concord. On their return they were attacked by the militia, and, had not another English force come up, they all would have been killed or taken prisoners. As it was, the English lost three hundred men.

8. The whole country was now aroused. A force was at once sent to seize the English forts on Lake Champlain. Then troops kept closing in around Boston. Gage tried to dislodge them from Bunker Hill, and though he at last succeeded, it was considered a victory for the Americans, as they had inflicted terrible loss on the English. The Continental Congress had now organized an army and appointed as Commander in Chief George Washington, of Virginia. He at once repaired to Boston, and, in a short time, Howe evacuated the city and sailed to Halifax with his army.

9. Congress next sent two forces against Canada, one from Maine under Arnold, one from New York under Montgomery. In an attack on Quebec General Montgomery was killed, and Arnold wounded. The effort to conquer Canada failed.

10. The Continental Congress had in vain appealed to the king and parliament of England. On the 4th of July 1776, it published a Declaration of Independence, and the colonies became "The United States of America." The thirteen colonies ratified this step.

Exercises.

P has but one sound. It is silent when initial before **n**, **s** and **t**, as: *P*neumatics treat of air. The *p*salm was sung. *P*tisan is a drink made from barley.

It is also silent or very indistinct when it occurs between the **m** and **t** in the same syllable, as: The man was exem*p*ted as he showed symptoms of consum*p*tion.

You never would have *guessed* who the *guest* was. The *gilt* frame was found in his possession, so he confessed his *guilt*. As she walked towards the *gate*, her *gait* was very awkward.

LESSON LXXIX.

3. **In-cite'**; *v.* to stir up.
6. **En-gaged'**; *v.* entered into conflict.
7. **Stub'born**; *adj.* obstinate.
9. **Be-tray'**; *v.* to deliver into the hands of the enemy.

The War of Independence. Concluded.

1. General Howe, in command of the English army at Halifax, resolved to attack New York. Washington moved to protect it, but was defeated at Brooklyn and retired through New Jersey. The English followed, and Washington fell back into Pennsylvania.

2. The English had brought over from Germany a number of hired troops, commonly called Hessians. Some of these were posted at Trenton, where Washington surprised them on Christmas-day; then following up his advantage, he defeated the British at Princeton and gradually forced them from nearly all their posts in the State.

3. England then collected an army in Canada and sent it down upon New York under General Burgoyne, but he was defeated by General Schuyler, and, at last, surrendered, with his whole army, to General Gates at Saratoga. In the North, after this, the English did little but incite the Indians to massacre and destroy, as they soon did at Wyoming, Cherry Valley, and other places.

4. General Howe next decided to attack Philadelphia and, after defeating Washington at Brandywine, advanced and took the city. The Americans endeavored to recover it in the bloody battle of Germantown, but failed, and the patriot army retired to Valley Forge, where they wintered in great misery.

5. The affairs of America now looked very gloomy. But the cause of liberty had attracted to her side some great men of Europe. Among these was the Marquis de Lafayette. He fought nobly at Brandywine, and then returned home for a while; through his influence, France made a treaty with the United States, and sent fleets and, after a time, an army to aid them.

6. To escape the French fleet, Clinton, the English general, hastily left Philadelphia, and retreated across New Jersey to New York, followed by Washington, who engaged him at Monmouth.

7. The English then began to conduct the war in a different way, plundering and ravaging various parts of the country. They succeeded in capturing Savannah, which a combined effort of the French and Americans failed to recover. Then Clinton sent down an army, which, after a stubborn defence by General Lincoln, captured Charleston also.

8. An American army under General de Kalb gained some advantage, which was lost by Gates, who was defeated at Camden. The English overran the Carolinas, and advanced upon Virginia, having nearly the whole southern part of the country in their possession.

9. To add to the troubles of the Americans, General Arnold went over to the English, after endeavoring to betray West Point into their hands. General Greene, however, restored the hopes of the patriots in Carolina by a series of victories.

10. Cornwallis, commanding the main English army in the South, pushed towards the sea-coast, intending to sail for New York. Having, in the course of his marauding tour through the country, destroyed ten

million dollars worth of property, he finally fortified himself at Yorktown.

11. Here the decisive battle of the war was fought. Washington, acting in concert with the French General Rochambeau and the French Admiral De Grasse, planned a combined attack on Cornwallis.

12. Everything was so well arranged that the operations succeeded, and, on the 17th of October 1781, Cornwallis surrendered with his whole army. This really ended the war; England soon after acknowledged the Independence of the United States.

LESSON LXXX.

1. Strand; *n.* shore. | **2. Pelf**; *n.* money, riches.

The Love of Country.

Breathes there the man with soul so dead,
Who never to himself hath said,
  This is my own, my native land?
Whose heart hath ne'er within him burned
As home his footsteps he hath turned,
  From wandering on a foreign strand?
If such there breathe, go, mark him well;
For him no minstrel ×raptures swell!
High though his titles, proud his name,
Boundless his wealth as wish can claim!
Despite those titles, power and pelf,
The wretch, ×concentered all in self,
Living, shall forfeit fair renown,
And doubly dying, shall go down
To the dust, from whence he sprung,
Unwept, unhonored, and unsung.

LESSON LXXXI.

1. **Rav'aged**; *v.* plundered, laid waste.
5. **Tres'pass**; *v.* to intrude.
8. **Har'bor-ing**; *v.* sheltering, protecting.
13. **Dart'ed**; *v.* ran out suddenly.
13. **Cov'ert**; *n.* hiding-place.
27. **Pen'sion**; sum of money paid by the government for past services.

The Young Patriots.

PRONUNCIATION.—Say her'o-ism, not he'ro-ism; pa'tri-ots, not pat'ri-ots; creek, not crik.

1. During the revolution, when the Americans were fighting for their liberty, even the youth displayed great heroism. In the fall of 1777, when the Continental army was defeated at Brandywine and Germantown, and Philadelphia was in the hands of Howe, the people of Pennsylvania and Delaware were at the mercy of their foes, who ravaged the country far and wide.

2. On the evening of a delightful autumn day, a group of boys, ranging in age from twelve to seventeen years, might be seen on the steps of a store-house in the little village of Newark, Delaware. The town seemed lonely; not a human being, except the boys, was to be seen anywhere. Every man capable of bearing arms had joined the army of Washington on the Schuylkill. James Wilson, a boy of sixteen, mounted on a barrel, was just giving his companions an account of the recent defeat of the Americans.

3. Wilson was an intelligent boy, full of courage, and intensely devoted to the cause of his country. He was alone in the world. His father was away in command of the Delaware regulars, and his mother was

dead. James concluded, lamenting that he could not join the army. "I am not old enough," said he, "but, had I a musket, I would not stand idle here."

4. "Is there not a gun of any kind in the village?" asked one of the boys.

5. "I have spent nearly a week in looking for one," answered James, "but all in vain. I suspect that Livingston, the old Tory, has several, but as he permits no one to trespass on his land, I can not be certain."

6. "Why can not a party of us go and search his dwelling?" asked Frank Howard, another of the boys, "he has no one to assist him except his cowardly son George, and I can thrash him as easily, as snap my finger."

7. Wilson's eyes sparkled with joy on hearing this, and he cried out: "If any three boys will help me, I will search old Livingstone's house this very night. All who are willing to go, just step forward!"

8. Every boy in the little crowd answered the appeal by stepping out. With a firm tread, and in the utmost silence, the young patriots took up their march for old Squire Livingston's. Livingston had long been suspected of harboring British spies, and of keeping up a regular correspondence with the English commander.

9. At the time when James Wilson and his little band left the village of Newark, dusk had given place to the deeper shades of night; still it was not dark, for the moon was shining behind the clouds, and every object could easily be distinguished.

10. The boys marched on in deep silence, till they reached the bank of Whiteclay Creek. Then slowly following a winding path, they soon came in sight

of the old Tory's dwelling, nestled amid tall trees. Here they halted.

11. "Frank Howard and I will examine first," said Wilson, "the rest of you stand here until we return. Make no noise and keep a constant watch."

12. The two scouts were soon out of sight in the thick woods, through which the path ran; but they were scarcely out of the view of their companions when Wilson's quick ear detected a noise. "Hist!" said he to Frank, as he pulled him behind a large beech-tree, "there is some one coming."

13. He had hardly finished speaking, when George Livingston, the Tory's son, stood before the tree. Wilson instantly darted from his covert and tightly gripped him by the neck. The cowardly youth trembled like a reed.

14. "Speak one word," said Wilson, "and I'll toss you into the creek."

15. George was struck dumb with fright, when he found his arms in the vice-like grasp of James and Frank.

16. "Now," said Wilson, "answer me promptly and truly; do you hear?"

17. "Yes," gasped the affrighted youth.

18. "Who are in your father's house at this moment?"

19. "I—I—can not tell," stammered Livingston, half dead with terror.

20. "You shall tell, or——"

21. "Oh, spare me! and I will tell you everything. When I left home, there was no one there but our own family and—and—Major Bardstone."

22. "Who is he?" asked James.

23. "I don't know—I don't indeed."

24. "Tell!" threatened Frank Howard.

25. "He is the captain of the Yorkshire dragoons."

26. The blue eyes of Wilson glistened with joy, as, in answer to his questions, he obtained, from the Tory's son, the information, which stamped his father as a traitor of the blackest character. Among other things, he discovered, that old Livingston not only kept up a correspondence with the British commander, but had so plotted, that the little village of Newark was to be burned to ashes that very night, and its women and children left homeless and destitute.

27. The land where the village stood, and an annual pension from the English government, were to be Livingston's reward. On hearing this, some of the band wished to go back to the town to inform the people of their danger, but James Wilson ordered all to remain. He then bound his prisoner to a tree, covering his mouth to prevent his giving an alarm.

LESSON LXXXII

4. **Brink**; *n.* the edge of a steep place.
5. **Muf'fled**; *v.* wrapped up so as to deaden the sound.
7. **Peer'ing**; *v.* looking sharply, or curiously.
10. **Im'pe-tus**; *n.* the force with which a body is driven.

The Young Patriots. Concluded.

1. The cowardly boy had confessed, that the British troops were, at that moment, in his father's house, having their horses secured in and around the stable, and that, in about an hour, they intended to descend the creek in a long boat, on their way to destroy Newark.

2. Having seen that the prisoner was securely tied, Wilson motioned to his companions to follow him, and, in a few moments, they stood on the summit of a high rock, that overhung Whiteclay Creek.

3. "Now, boys," said Wilson, "the British will pass this spot in their boat, and as we have an hour to work, let us roll some of these large stones to the edge of the rock, and when the red-coats pass below, we will sink them to the bottom."

4. The boys instantly set to work, and, in a short time, no less than nine large stones, each nearly a quarter of a ton in weight, were nicely balanced upon the brink.

5. The narrow creek, at this point, was overhung by the huge rock, on which our young heroes stood, so that a boat, in order to pass, had to go directly under it. In about an hour their quick ears detected the measured beat of muffled oars.

6. "They are coming," whispered Wilson; "let no one drop his rock until I give the word, and then all at once."

7. Closer came the royalists, and the hearts of the young heroes beat wildly in their bosoms. Peering cautiously over the cliff, Wilson saw the boat approaching. An officer stood at the bow, guiding the oarsmen by his orders, and the epaulets on his shoulders showed him to be the identical Major Bardstone.

8. "Don't drop till I give the order," again whispered Wilson.

9. When the boat was about twelve feet from the rock, the boy-leader placed himself securely behind his stone, and shouted, "Who goes there?"

10. In a moment the oarsmen ceased rowing little

gazed with amazement above them. The impetus, which the boat had acquired, caused it to drift slowly onward, and just as it was fairly under the rock, Wilson cried out: "Let loose in the name of Liberty!"

11. Down went the stones with a tremendous crash! A loud shriek was heard from the dark waters below, and then all was quiet. The boat was dashed to pieces, and it is believed that not a single one of the party, bound on that errand of murder, escaped to tell the tale.

12. The boys hastened at once to Livingston's house and searched it. To the surprise of every one, not only guns, but three brass field-pieces, several barrels of powder, and a great quantity of balls were found hid in the cellar. These military stores were

Newark.

conveyed by the exulting boys to Washington's army, where they found a joyful welcome.

13. James Wilson and Frank Howard soon after joined the army of General Greene, and served with distinction in the South. Frank lost his life in the battle of Eutaw Springs, regretted by all who knew him.

14. James Wilson lost his leg at the siege of Yorktown and was carried home to his native village; but ×mortification ensuing, he expired with the ever to be remembered words on his lips: "Let loose in the name of Liberty!"

LESSON LXXXIII.

1. **Eq'ui-pag-es**; *n.* carriages.
2. **Fee'ble**; *adj.* weak.
3. **Mute**; *adj.* dumb, silent.
4. **Wane**; *v.* to decline, to decrease.
5. **Wast'ed**; *v.* worn out, used up.
5. **Scant'y**; *adj.* scarce.
6. **Pal'let**; *n.* a small bed.
7. **A-new'**; *adv.* over again.
8. **Be-wil'dered**; *v.* confused.
9. **Pla-card'**; *n.* a written or printed paper.

The Poor Fiddler.

PRONUNCIATION.—Do not say e-quip'ej-es for eq'ui-pag-es; geth'ered for gath'ered; bur-ried for bur'ied (ber'ried); ke-ind'lee for kind'ly; aw'-jence for au'di-ence. Were is pronounced wer not ware.

1. It was a festive day, and the great park at Vienna was full of people. The rich dashed by in their gay equipages; the quiet citizens made less display, but were also enjoying the holiday with their families; even the workingmen, and the poorest, seemed to have forgotten care and labor in the general happiness.

2. There was fine music from bands; music, not so good, from strolling performers, who gathered little

crowds around them. But there was one poor old man, left alone by himself, as with feeble hands he endeavored to call forth music from a violin, that looked even older than himself.

3. His faithful dog ran around with his master's hat, but the music was unheeded; people hurried by in their joy, unmindful of the mute appeal of the intelligent animal.

4. The day began to wane, and the hat was still empty, not a coin had been thrown into it.

5. Yet, the wasted form, covered by a thread-bare military cloak, was one to attract attention. Gray hair fell scanty and thin around a noble face, now pale and pinched by suffering. He bore the marks of wounds. The very hand, that held the bow, was deprived of some of the fingers; he lost them, as he had lost one of his legs, while fighting desperately on a bloody field.

6. Poor old man! his country had forgotten his services. He must go supperless to his wretched pallet on the very day, when all seemed rejoicing. He was overcome by sad and gloomy thoughts, and laying down his instrument, buried his face in his hands and gave way to the grief he could not control.

7. Suddenly a coin was thrown into the hat, and as he raised his careworn face, he saw a noble-looking gentleman, who had taken up his violin and bow. With a kindly salute the stranger said, in broken German: "Lend me your instrument a few minutes," and tuning it anew, he drew the bow across the strings. The old violin woke to a new life.

8. The gentleman had not played more than a few notes, when people began to stop and listen. "Take the hat, my brave," said he in a whisper to the veteran,

who had sat bewildered. As he played on, the crowd increased; carriages stopped to enable the rich and great to listen to the wonderful player, whose skill excelled all that had been heard.

9. Every eye was turned on the poor old soldier. It needed no placard to tell that the playing was in his behalf. All now felt guilty of neglecting him. The hat was filled with the gold of the rich, and the smaller offerings of the poor. Then a voice cried out: "Empty the hat, and we will fill it again," and the audience kept their word.

10. "Who is the player?" they asked one another. No one knew; but as he continued to play, the enthusiasm of the crowd increased. At length he struck up the national air in honor of the Emperor Francis, and all burst forth into loud applause. When it ended, the hat again passed around and was filled for a third time.

11. Vienna held that night no two happier souls than Alexander Boucher, the French violinist, and the invalid soldier, who bore home, to his poor lodgings, enough to provide him with comforts for the rest of his days. When the musician made his first public appearance, hundreds recognized the unknown player, and he was greeted with the most extravagant applause.

Exercises.

Q is always followed by **u**, and these two letters, taken together, usually have the sound of **kw**, as. A *qu*ery is a *qu*estion. There are twenty-four sheets of paper in a *qu*ire. *Qu*adrupeds have four feet.

In a few words derived from the French, **qu** has the sound of **k**, as in *qu*adrille; it has the same sound in the termination **que**: A laughable burles*que*. An anti*que* gem.

LESSON LXXXIV.

1. **Quer'u-lous**; *adj.* complaining.
2. **Om'i-nous**; *adj.* threatening.
2. **Rift'ed**; *v.* parted.
3. **Hoard'ed**; *v.* stored up.

The Golden Side.

There is many a rest on the road of life,
If we only would stop to take it;
And many a tone from the better land,
If the querulous heart would wake it.
To the sunny soul that is full of hope,
And whose beautiful trust ne'er faileth,
The grass is green and the flowers are bright,
Though the wintry storm prevaileth.

Better to hope, though the clouds hang low,
And to keep the eyes still lifted;
For the sweet blue sky will soon peep through,
When the ominous clouds are rifted.
There was never a night without a day,
Nor an evening without a morning;
And "The darkest hour," the proverb goes,
"Is the hour before the dawning."

There is many a gem in the path of life,
Which we pass in our idle pleasure,
That is richer far than the jeweled crown
Or the miser's hoarded treasure.
It may be the love of a little child,
Or a mother's prayer to heaven,
Or only a beggar's grateful thanks
For a cup of water given.

Better to weave in the web of life
A bright and golden filling,
And to do God's will with a ready heart,
And hands that are swift and willing,
Than to snap the delicate silver threads
Of our curious life asunder,
And then blame heaven for the tangled ends,
And sit to grieve and wonder.

LESSON LXXXV.

1. **De-cliv'i-ty**; *n.* slope, descending surface.
2. **Se-rene'ly**; *adv.* calmly, quietly.
3. **Bowl'der**; *n.* a large rock.
3. **Sheer**; *adj.* perpendicular.
8. **Spray**; *n.* water flying in minute drops.
8. **Mo-not'o-nous**; *adj.* in the same tone.

The Falls of Niagara.

1. Taking a hurried leave of Lake Erie, with a joyous bound, the clear waters of Niagara River gradually spread themselves out in a broad, bright channel, over a plain open country, having a slight declivity just sufficient to make a gentle current. This adds the living beauty and force of motion to the broad expanse of a lake-like surface, that surface itself ×diversified and relieved by the pleasant islands, large and small, which are scattered over it.

2. Eddying into every quiet bay, ×coquetting with every projecting point, moving to the melody of its own murmurs, the Niagara flows on serenely and pleasantly.

3. But, after a time, this holiday journey is interrupted. A fearful change takes place. The careless waters are hurried down a long and sharp descent, over

the rough, rock-studded bed of the stream: breaking and bounding, ×surging and resurging, flashing and foaming, rushing fiercely upon some huge bowlder, recoiling an instant, then madly leaping entirely over it, rushing on to others huger still, then breaking wildly around them and hurrying onward,—until the troubled waters are plunged sheer downward in the grandest waterfall of the globe.

4. The mighty cataract, where the waters of four great lakes plunge down the rocky barrier, is so grand, so over-powering, that early travelers greatly exaggerated its height. It is divided into two distinct falls by Goat Island, a mass of rocks ×crested by trees, and reaching down to the river below, where it is encircled by mist and foam.

5. The Canadian Fall is often styled the Horse-Shoe Fall, from its curving shape. It is above 600 yards in breadth, and about 154 feet in height; the American Fall, though not so broad, is from eight to ten feet higher.

6. The waters, sweeping down the rapids, are carried with great velocity over the edge of the precipice and form a grand curve, as they fall into the deep, boiling pool at the base, leaving a cave beneath, into which the adventurous traveler may penetrate.

7. The mass of water, in its fall, seems to grow solid like a ×cylinder, then it spreads out into a snow-white sheet glittering in the sun-light, till it strikes below and rises in volumes of spray and mist, when caught by the sun-rays it forms rainbows, which play across the ×seething waters, as if laughing at their terrible plunge.

8. In winter, the scene is no less grand. The fall is bordered with masses of ice, clear as crystal; the spray, as it descends, freezes on every branch and jutting rock; all is bare and desolate, while the great cataract keeps pouring on with its dull, monotonous roar.

LESSON LXXXVI.

1. **Con-tend'ing**; *v.* opposing.
6. **Board'ed**; *v.* went on board.
8. **Ig-no-min'i-ous-ly**; *adv.* disgracefully.
9. **Squad'ron**; *n.* a detachment of vessels.
11. **Ar'chives**; *n.* public records and papers.
13. **In-trench'ments**; *n.* fortifications, earthworks.
14. **In-dem'ni-ty**; *n.* payment for injury.

Washington as President.—The War of 1812.

1. The Americans had at last won their liberty, but the country was in great distress. The long war had exhausted it. Many parts had been wasted by the contending armies. Fields lay uncultivated, manufac-

tures and commerce had ceased. Congress had carried on the war by issuing paper money, but this was now worthless.

2. To strengthen the Union, Articles of Confederation had been adopted, but, as it was felt that a different government was needed, a convention was called. Washington, to whom all the country looked up with reverence, presided. A Constitution was adopted and accepted by eleven States.

3. Under this constitution Washington became President of the United States in 1789, and four years later was re-elected. After this he retired to private life. He had commanded the armies during the seven years war with wonderful prudence and ability; he had helped to frame a wise and just government, and he had as President set it in operation.

4. Full of pure patriotism, with no selfish or ambitious designs, Washington stands out as one of the noblest characters in history. During his administration Vermont and Kentucky were admitted as States, and General Wayne totally overthrew the Miamis and other western tribes, who had already routed one American army. The illustrious Washington died soon after he retired from office.

5. Under John Adams, the second President, the city of Washington became the seat of government. Jefferson, the third President, sent a fleet to punish the pirates of Tripoli; he also purchased of France the vast territory of Louisiana, which comprised all the country west of the Mississippi River.

6. Fresh troubles with England now began. Being strong on the sea, English men-of-war frequently boarded American merchantmen, and seizing any whom

they chose to claim as British subjects, forced them to serve as sailors in the British navy. They even undertook to search American ships of war. An English ship, the Leopard, suddenly attacked the American frigate Chesapeake, killing many of the crew and leaving her a perfect wreck. Then the English captain took off four men, and hanged one of them.

7. During the administration of James Madison, Tecumseh, a great Indian chief in the west, roused the tribes to war, but was defeated by General Harrison at Tippecanoe. The troubles with England continued, and in June, 1812, Congress declared war.

8. The first fighting took place in the north-west. General Hull invaded Upper Canada, but soon retreated to Detroit, where he afterwards ignominously surrendered with his whole force to General Brock. A series of irregular battles near Niagara followed, and the Americans under General Winchester were defeated and captured at Frenchtown.

9. But on the sea America showed great gallantry. The Constitution, Captain Hull, captured the English ship Guerriere ; Captain Decatur, in the frigate United States, compelled the Macedonian to surrender, and the Wasp, Captain Jones, after a bloody fight, took the Frolic. Armed ships ran out of all the American ports to capture and plunder English merchant-men On Lake Erie, Commodore Perry with his fleet, in a battle that lasted three hours, compelled the whole British squadron to strike.

10. Then General Harrison pushed into Canada, and engaging the British and Indians on the Thames, totally defeated them, killing Tecumseh and capturing nearly the whole British force. In the South, troubles had

also arisen; the Creeks began war, but were terribly chastised by General Jackson.

11. On the Niagara River, General Scott restored American honor in a series of well-fought battles. A great disgrace followed this. An English force entered the Chesapeake, and defeating a small body of American troops at Bladensburg, captured Washington, burned the capitol and other public buildings, destroying the Library of Congress and the national archives. They failed, however, in an attempt to capture Baltimore.

12. Soon after a large English army under Prevost, supported by a fleet, advanced upon New York State by way of Lake Champlain, but Commodore McDonough defeated the English squadron, capturing the commander Downie with most of his vessels. At the same time General Macomb at Plattsburg defeated Prevost with such loss that he fled precipitately to Canada, leaving his sick and wounded, and large quantities of military stores.

13. An English fleet and army were also sent to destroy New Orleans. General Jackson had only a small force to defend the city, but he posted his men with great care, and having no time to throw up intrenchments, used cotton-bales to defend part of his line. The English general, Packenham, attacked him with veteran troops on the 8th of January, 1815, but was killed and his army defeated with great slaughter.

14. Before this bloody battle was fought, a treaty of peace with England had been signed at Ghent, in Belgium. A few naval engagements took place before this was known, and in every case the Americans were victorious. After the close of the war with England,

Decatur chastised Algiers, and compelled that power, and also Tunis and Tripoli, to make indemnity for vessels captured in their ports.

15. Under the next President, James Monroe, a war broke out with the Creeks, which led to trouble with the Spaniards in Florida. This was finally settled by the United States purchasing that province from Spain in 1819, thus extending the limits of the country to the Gulf of Mexico.

LESSON LXXXVII.

A True Story.

On the plain of New Jersey, one hot summer's day,
Two Englishmen, snug in a stage-coach, were vaporing;
A Yankee, who happened to travel that way,
Took a seat alongside, and sat wondering and gaping.

Choke-full of importance (like every true Briton,
Who knows British stars far outshine our poor Luna),
These cockneys found nothing their optics could hit on,
But what was insipid or miserably puny.

Compared with the English, our horses were colts,
Our oxen were goats, and a sheep but a lamb;
And the people (poor blockheads) such pitiful dolts!
Mere Hottentot children, contrasted with them!

Just then a black cloud in the west was ascending;
The lightning flashed frequent, with horrible glare:
When near and more near, a fierce tempest portending,
The tempest rebellowed along the rent air.

An oak by the wayside, Jove's bolt made a dash on,
With a peal that knocked horses and cockneys all flat;
"There hang you!" cries Jonathan, quite in a passion,
"Have you got better thunder in England than that?"

LESSON LXXXVIII.

1. **Low'ing**; *v.* bellowing.
1. **Rang'ing**; *v.* wandering.
1. **Hub'bub**; *n.* uproar.
4. **E-lapsed'**; *v.* passed away.
4. **Tract'a-ble**; easily managed.
5. **Pre-dic'a-ment**; *n.* condition.
8. **Coast'ed**; *v.* kept along side.
10. **Smoul'der-ing**; *v.* burning and smoking without sufficient air.

A Forest on Fire.

1. "We were sound asleep one night, when, about two hours before day, the snorting of horses and lowing of our cattle, which were ranging in the woods, suddenly awoke us. I took my rifle and went to the door to see what beast had caused the hubbub, when I was struck by the glare of light reflected on all the trees before me, as far as I could see through the woods. My horses were leaping about, snorting loudly, and the cattle ran among them in great consternation.

2. "On going to the back of the house, I plainly heard the crackling made by the burning brushwood,

and saw the flames coming towards us in a far-extended line. I ran to the house, told my wife to dress herself and the child as quickly as possible, and take the little money we had, while I managed to catch and saddle two of the best horses. All this was done in a very short time, for I felt that every moment was precious to us.

3. "We then mounted our horses, and made off from the fire. My wife, who is an excellent rider, stuck close to me; and my daughter, who was then a small child, I took in one arm. When making off, I looked back and saw that the frightful blaze was close upon us, and had already laid hold of the house. By good luck there was a horn attached to my hunting-clothes, and I blew it, to bring after us, if possible, the remainder of my live stock, as well as the dogs.

4. "The cattle followed for a while; but before an hour had elapsed, they all ran, as if mad, through the woods, and that was the last of them. My dogs, too, although at all other times extremely tractable, ran after the deer, that in great numbers sprang before us, as if fully aware of the death that was so rapidly approaching.

5. "We heard blasts from the horns of our neighbors, as we proceeded, and knew that they were in the same predicament. Intent on striving to the utmost to preserve our lives, I thought of a large lake, some miles off, which might possibly check the flames; and, urging my wife to whip up her horse, we set off at full speed, making the best way we could over the fallen trees, and the brush-heaps, which lay like so many articles placed on purpose to keep up the terrific fires, that advanced with a broad front upon us.

6. "By this time, we could feel the heat; and we were afraid that our horses would drop down every instant. A singular kind of breeze was passing over our heads, and the glare of the atmosphere shone over the daylight. I was sensible of a slight faintness, and my wife looked pale. The heat had produced such a flush in the child's face, that when she turned toward either of us, our grief and perplexity were greatly increased.

7. "Ten miles, you know, are soon gone over on swift horses; but, notwithstanding this, when we reached the borders of the lake, covered with sweat and quite exhausted, our hearts failed us. The heat of the smoke was insufferable, and sheets of blazing fire flew over us in a manner beyond belief.

8. "We reached the shore, however, coasted the lake for a while, and got round to the lee-side. There we gave up our horses, which we never saw again. Down among the rushes we plunged, by the edge of the water, and laid ourselves flat, to wait the chance of escaping from being burned or devoured. The water refreshed us, and we enjoyed the coolness.

9. "On went the fire, rushing and crashing through the woods. Such a night may we never again see! The heavens themselves, I thought, were frightened; for all above us was a red glare, mixed with clouds and smoke, rolling and sweeping away. Our bodies were cool enough, but our heads were scorching; and the child, who now seemed to understand the matter, cried so as nearly to break our hearts.

10. "The day passed on, and we became hungry. Many wild beasts came plunging into the water beside us, and others swam across to our side, and stood still.

Although faint and weary, I managed to shoot a porcupine, and we all tasted its flesh. The night passed, I can not tell you how. Smouldering fires covered the ground, and the trees stood like pillars of fire, or fell across each other. The stifling and sickening smoke still rushed over us, and the burnt cinders and ashes fell thick about us. How we got through that night, I really can not tell.

11. "When morning came, all was calm; but a dismal smoke still filled the air, and the smell seemed worse than ever. What was to become of us, I did not know. My wife hugged the child to her breast, and wept bitterly; but God had preserved us through the worst of the danger, and the flames had gone past, so I thought it would be both ungrateful to Him and unmanly to despair now.

12. "Hunger once more pressed upon us, but this was soon remedied. Several deer were standing in the water, up to the head, and I shot one of them. Some of its flesh was soon roasted, and after eating it we felt wonderfully strengthened. By this time the blaze of the fire was beyond our sight, although the ground was burning in many places, and it was dangerous to go amongst the burnt trees.

13. "After resting awhile, we prepared to commence our march. Taking up the child, I led the way over the hot ground and rocks; and after two weary days and nights, during which we shifted in the best manner we could, we at last reached the hard woods, which had been free from the fire. Soon after we came to a house, where we were kindly treated. Since then, I have worked hard and constantly as a lumberman; and, thanks to God, we are safe, sound and happy!"

LESSON LXXXIX.

1. **Ad'vo-cate**; *n.* one who defends a cause.
3. **Ap-peals'**; *n.* calls for favors.
4. **U-ni-ver'si-ty**; *n.* a school in which are taught all branches of learning.
8. **Ren'e-gade**; *n.* one faithless to principle.
8. **A-pos'ta-sy**; *n.* a total desertion of one's faith.
10. **Clois'tered**; *adj.* dwelling in convents.

Saint Vincent de Paul.

1. About two hundred years ago, there dwelt in Paris a priest of venerable appearance, of a kind and benevolent countenance, who was ever pleading with the rich and noble the cause of the suffering poor.

2. To instruct the ignorant in their religion, to train the forsaken to piety, to relieve the helpless and obtain work for the willing, was the labor, to which the good priest devoted his life.

3. When he appeared among the ladies of the gay French court, his appeals for any of his charities had such power over them, that they not only gave what money they had, but often took off their rich jewels and gave them to the Saint to employ in his good works.

4. Yet Vincent de Paul was only the son of a poor farmer in Gascony, but, being a pious and studious boy, finally succeeded in entering a university and became a good, devoted priest. He had no rare eloquence, no brilliant genius to recommend him to public notice, and he labored on for years, doing good unnoticed and unknown.

5. God, who designed him to be the great advocate

and father of the poor, first tried him by adversity. While Vincent de Paul was sailing in a little vessel to Marseilles, he, with all on board, was captured by a Barbary cruiser and carried to Tunis, where he was sold as a slave.

6. There he lived in bondage, exhorting his fellow Christian slaves to bear their sufferings patiently, and to adhere manfully to the faith.

7. At last he was sold to one who had renounced Christianity and become a Mohammedan in order to live a life of ease and plenty. The wife of this man was so touched by the piety and virtues of the holy slave, that she reproached her husband for forsaking a religion which could produce such a saint.

8. The renegade was moved; he sent for Saint Vincent, who soon converted him. Then they both escaped in a little sail-boat and reached France in safety. The ×converted man persevered, and, going to Rome, was ×absolved from his apostasy and entered a religious order to atone by penance for his sinful life.

9. Saint Vincent now began to labor as a missionary among the neglected poor in the country and soon associated some pious priests with him, founding a community called Priests of the Mission, also known as Lazarists, from the name of a house they possessed in Paris.

10. But this was not the only work of this great saint. With Madame le Gras he founded the Sisters of Charity, a community of women, who were not to be cloistered as nuns, but were to go out, to visit the sick, the poor, the imprisoned, to gather up the orphans and the foundlings and care for them.

11. This was the great work of his life, for though

he established other orders, such as the Sisters of the Cross, and Hospital nuns, it is by the Sisters of Charity and their work, so like the boundless charity of his heart, that he is known throughout the world.

12. His venerable form in his plain, priestly cassock, with an infant in his arms, is familiar to every child; and the poor country boy, the quiet, unobtrusive priest, has a fame, such as the proud and ambitious in their pursuit of glory never obtain.

Exercises.

They tried to *haul* the wagon into the *hall.* Come *here,* and let me *hear* you read. In an *hour* we can have *our* breakfast.

LESSON XC.

1. **Leg'ate**; *n.* an ambassador.
3. **Chap'lain**; *n.* a clergyman officially attached to an army.
3. **Nun'ci-o**; *n.* a papal ambassador.
4. **Fa-nat'i-cism**; *n.* extravagant notions of religion.
5. **On'set**; *n.* an assault.
6. **Horse**; *n.* cavalry.
6. **Re-serve'**; *n.* troops kept for an exigency.
8. **Col'ors**; *n.* flags.
8. **Draught**; *adj.* used for drawing.
9. **Stand'ards**; *n.* banners, flags.

The Battle of Benburb.

1. The Catholics of Ireland, during the civil war of England, formed the Confederation of Kilkenny for their own protection, and in this they were encouraged by the Pope, who sent a legate with both money and arms to represent him. The command of the Catholic army in Ireland was confided to the brave and capable chieftain Owen Roe O'Neill.

2. To crush them, the parliament sent an army under General Robert Munroe. As it advanced with its regiments fully equipped, its fine artillery and long trains of wagons, the little Catholic army of only five thousand men and twelve troops of horse, took post at Benburb, on a battle ground, which the keen eye of O'Neill selected, with a wood on his rear and a river on his right.

3. Then every man went to confession, mass was said, and the general and his officers received holy communion. When the chaplain sent by the nuncio, had given an exhortation and pronounced his blessing, all rose with a loud cheer and prepared for action.

4. Munroe's army came on, full of fanaticism and confidence. Driving in the outposts of the Irish army,

they advanced to dislodge Owen Roe from his position, but a withering fire came from every rock and bush; the cavalry charged in vain. For four hours Munroe fought to reach O'Neill's main body, which was enveloped in the smoke of the English musketry and cannon. Then, as the declining sun came full in the face of his soldiers, Munroe saw the whole Irish army, moving for a general assault on his line.

5. The English cavalry galloped forward to check and break the onset; but O'Neill, with an address that roused his troops to enthusiasm, rushed on at the head of his line, his officers dismounted, to show their men that there should be no retreat.

6. As the terrible array came on, Munroe's horse wavered, then fled in wild confusion through their own infantry, pursued by the Irish cavalry. Munroe's infantry had stood their ground, meeting the Irish charge with deadly earnestness, fighting body to body and pike to pike; but when their reserve cavalry was also routed, the infantry broke and fled in disorder towards the rapid river.

7. As the storm of battle whirled through the valley, the Irish almost annihilated the splendid army sent to crush them; Munroe barely escaped to Lisnegarvy, losing his cloak and wig in his flight, and leaving most of his officers, among them Lord Blaney and Viscount Ardes, killed or wounded, and more than three thousand of his men dead on the field.

8. All the cannon were taken by the Irish, together with the tents, colors, baggage, and fifteen hundred draught horses. Of the Irish troops, who had gained this marvellous victory, only seventy were slain in the action, and one hundred wounded.

9. The victorious army proclaimed, that their success was attributable to the supplies given them by the Pope, and, the following Sunday, the garrison of Limerick assembled before the church of St. Francis, where the nuncio deposited thirty-two standards taken by the Irish general.

10. These trophies were then borne in solemn procession by the chiefs of the nobility, followed by the nuncio, several arch-bishops and bishops, the council and people to St. Mary's Cathedral, where a Te Deum was chanted, and a mass of thanksgiving offered on the following day.

LESSON XC!.

1. **Ham'let**; *n.* a village.
2. **Way'ward**; *adj.* willful.
3. **Be-fell'**; *v.* happened.
3. **Ob-du'rate**; *adj.* stubborn.
9. **Kai'ser**; *n.* an emperor.
11. **Ec'sta-sy**; *n.* excessive joy.
13. **Mar'vel**; *n.* a wonder.
13. **Or'i-son**; *n.* a prayer.

St. Anthony of Padua's Sermon to the Fishes.

Blessed Anthony hath wandered
On his mission far and lone;
City proud and lowly hamlet,
Thrill'd at the Apostle's tone.

Wondrous deeds, and love more wondrous,
Marked the son of Francis then,
Planting thus the throne of Jesus
In the wayward hearts of men.

Now upon the wide sea's margin
As he stood, it once befell
That the Saint's inspired accents
Upon hearts obdurate fell.

Then he spoke in holy anger:
"Since to Jesus' gentle voice,
Hearts which He hath blessed with reason,
Close by their own evil choice,

"Lo! to senseless, speechless hearers,
Creatures still of God, I turn,
That from their prompt, mute obedience,
The proud hearts of men may learn."

Then he turned him to the waters,
And his voice rang loud and clear,
And swift darting through the billows,
Lo! the fishes crowd to hear!

"Fishes!" cried he, "God's good creatures:
Fishes! brothers mild and free,
Praise our Maker, praise our Saviour,
Praise the Lord our God with me!

"Praise Him for the word of blessing,
Speaking His divine decree,
Growing still and multiplying,
Praise the Lord right joyfully!

"Praise Him for your beauteous dwelling
With its wondrous crystal wall;
Neither king nor haughtiest kaiser
Feasts in such a lordly hall.

"Praise Him for your chartered freedom,
Sporting through the waters free;
To the lord of beast or cattle,
Suit or service pay not ye."

This and more the Saint hath spoken
In his wondrous ecstasy,
And the fishes tame and joyful,
Listening mute and heedlessly!

Seemed as if they praised their Maker,
With their gentle heads bowed down,
For the beauty which thus richly
Doth his lowliest creatures crown.

And the men to whom this marvel
In these creatures dumb was shown,
Joined their voices to the stillness
Of that silent orison.

LESSON XCII.

1. **Sped**; *v.* hurried.
1. **Copse**; *n.* brushwood.
2. **Stag'nant**; *adj.* motionless.
9. **Ver'dant**; *adj.* green.
10. **Smote**; *v.* struck.
10. **Pes-ti-len'tial**; *adj.* producing disease.
10. **In-fec'tion**; *n.* that which causes disease.
11. **Greet**; *v.* to salute.

The Stream and the Pool.

PRONUNCIATION.—Say shel'ter-ing, not shel'trin; a'gue (a'gew), not a'goo, or a'ger. Whith'er is pronounced as if spelt hwith'er. Copse rhymes with hops.

1. There was once a little stream, that had its birth in a clear spring at the foot of a high mountain. Out it flowed from its crystal cup, and on it sped like a thread of silver through the thick copse, singing and dancing as it hurried along to join the great river, that flowed to the sea.

2. One day, as it journeyed on in its own healthful, happy manner, it happened to pass by a stagnant pool.

3. "Whither away, master streamlet?" asked the pool.

4. "I am going to the river, bearing there this cup of water God has given me," answered the little stream.

5. "Ah! you foolish creature," said the pool, "why give away the treasure which you will want? Do you not see that it has been a backward spring, and we shall have a hot summer to pay for it? You will then dry up."

6. "Well," replied the streamlet, "if it be that I am to die so soon, I ought to work while I have time and do all the good I can, while my treasure lasts."

7. So on it went as before, blessing and rejoicing in its course. Soon the midsummer heat came down, and it fell upon the little stream.

8. Did it dry up then, think you? Oh, no! The trees, to whom it brought life and refreshment, grew up on the banks and spread out their sheltering branches over it; and the sun peeped through and pleasantly smiled on its dimpled face, as if it would say, "It is not in my heart to harm you."

9. The little birds came and sipped its silver tide, and then flew up and sang its praises; the flowers breathed their perfume upon its bosom; the beasts of the field loved to linger on its banks; the husbandman's eye sparkled with joy, as he looked upon the line of verdant beauty, that marked its course through his fields and meadows; and so it flowed peacefully and pleasantly along, blessing and blest by all.

10. But where was the selfish pool now? Alas! in

its inglorious inactivity it grew sickly and pestilential; the beasts of the field came and put their lips to it, but turned away without drinking; the breezes stooped and touched it, but only caught infection in the contact and carried the ague through the neighborhood; and at last, heaven, in mercy to man and beast, smote it with a hotter breath and dried it up.

11. But did not the little stream exhaust itself? Oh, no! God saw to that. It emptied its cupful into the river, and the river bore it to the sea, and the sea sent up its incense to greet the sun, and the clouds caught the vapor, and the winds carried the clouds away to the top of the very mountain at whose base the little stream had its birth, and there poured down showers of grateful rain, which ran into the earth and at last found its way to the crystal spring, from which the streamlet flowed.

12. And thus did God order, that the little stream which gave so freely and fully to others, should never run dry; and that the more it gave, the more it also received.

Exercises.

R has only one sound. It is sometimes trilled, as in *round, rolled*, but is usually very gently pronounced. It is never silent.

S, when initial, and frequently in the middle and at the end of words, has a sharp or hissing sound, as *S*ampson *s*lew the Philis*t*ines. Mis*t*s hang over the *s*ea.

When **s** is preceded by a vowel in an accented syllable, and followed by a vowel having the sound of **y**, the two letters have the sound of **zh**, as: There was great confu*s*ion on the occa*s*ion.

S is silent in ai*s*le, i*s*le, i*s*land, and some other words, and generally at the end of French words adopted into English, as: corp*s*, vis-a-vi*s*.

LESSON XCIII.

1. **Frag'ments**; *n.* broken pieces.
4. **Reared**; *v.* brought up.
8. **A-ghast'**; *adv.* struck with amazement.
18. **Be-seech'ing-ly**; *adv.* in an earnest manner.
21. **Aph'o-rism**; *n.* a principle expressed in a few words.
33. **Delf**; *n.* earthen-ware.
34. **En-ticed'**; *v.* persuaded.
35. **Com-men-da'tions**; *n.* praise.
38. **Lin'gered**; *v.* waited.

The Broken Flower-pot.

1. My father was seated on the lawn before the house, his straw hat over his eyes—it was summer—and his book on his lap. Suddenly a beautiful blue-and-white flower-pot, which had been set on the window-sill of an upper story, fell to the ground with a crash, and the fragments spluttered up around his legs.

2. "Dear, dear!" cried my mother, who was at work in the porch, "my dear flower-pot that I prized so much! Who could have done this? Primmins, Primmins!"

3. Mrs. Primmins popped her head out of the fatal window, nodded to the summons, and came down in a trice, pale and breathless.

4. "Oh!" cried my mother mournfully, "I would rather have lost all the plants in the green-house—I would rather the best tea-set were broken! The poor geranium I reared myself! Then the dear, dear flower-pot Mr. Caxton bought for me my last birthday! That naughty child must have done this!"

5. Mrs. Primmins was dreadfully afraid of my father. She cast a hasty glance at him and cried promptly, "No madam, it was not the dear boy, bless his heart, it was I."

6. "You! How could you be so careless? And you know how I prized them both. Oh, Primmins!"

7. "Do not tell fibs, nurse," said a small voice, and Master Sisty, coming out of the house as bold as brass, continued rapidly, "Do not scold Primmins, mamma; it was I that pushed out the flower-pot."

8. "Hush!" said the nurse, more frightened than ever, and looking aghast toward my father, who had very deliberately taken off his hat, and was regarding the scene with serious eyes. "Hush! And if he did break it, madam, it was quite an accident; he was standing so, and he never meant it. Did you, Master Sisty? Speak! (this in a whisper) or pa will be angry."

9. "Well," said my mother, "I suppose it was an accident; take care in future, my child. You are sorry, I see, to have grieved me. There is a kiss; do not fret."

10. "No, mamma, you must not kiss me, I do not deserve it. I pushed the flower-pot out on purpose."

11. "Ha! and why?" said my father walking up. Mrs. Primmins trembled like a leaf.

12. "For fun!" said I, hanging my head, "just to see how you would look, papa; and that is the truth. Now beat me, do beat me."

13. My father threw his book fifty yards off, stooped down, and caught me to his breast. "Boy," he said, "you have done wrong; you shall repair it by remembering all your life that your father blessed God for having given him a son who spoke the truth in spite of fear. Oh! Mrs. Primmins, the next fable of the kind you try to teach him, we shall part forever!"

14. Not long after this event I received a present far

exceeding in value those usually bestowed on children. It was a beautiful, large domino-box, in cut ivory, painted and gilt. This domino-box was my delight. I was never weary of playing at dominoes with Mrs. Primmins, and I slept with it under my pillow.

15. "Ah!" said my father to me one day, when he found me ranging the ivory squares in the parlor, "ah! and you like that better than all your other playthings, eh?"

16. "Oh, yes, papa."

17. "And you would be sorry if your mother should throw your box out of the window and break it, for fun?"

18. I looked beseechingly at my father, and made no answer.

19. "But perhaps you would be very glad," he resumed, "if suddenly one of those good fairies you read of could change the domino-box into a beautiful geranium in a blue-and-white flower-pot, and that you could have the pleasure of putting it on your mother's window-sill."

20. "Indeed, I should," said I, half crying.

21. "My dear boy, I believe you; but good wishes do not mend bad actions; good actions mend bad actions." So saying he shut the door and went away. I can not tell you how puzzled I was to make out what my father meant by his aphorism. But I know I played no more dominoes that day.

22. The next morning my father found me seated under a tree in the garden; he paused, and looked at me very steadily with his grave, bright eyes.

23. "My boy," said he, "I am going to walk to

town—will you come? By-the-by, fetch your domino-box, I should like to show it to a person there." I ran in for the box, and not a little proud of walking with my father on the high-road, I set out with him.

24. "Papa," said I, by the way, "there are no fairies now."

25. "What then, my child?"

26. "Why, how then can my domino-box be changed into a geranium in a blue-and-white flower-pot?"

27. "My dear," said my father, leaning his hand on my shoulder, "every body, who is in earnest to be good, carries two fairies about with him—one here," and he touched my forehead, "and one here," and he touched my heart.

28. "I do not understand, papa."

29. "I can wait till you do."

30. My father stopped at a gardener's, and, after looking over the flowers, paused before a large double geranium. "Ah, this is finer than the one your mamma was so fond of. What is the cost, sir?"

31. "Only seven shillings and sixpence," said the gardener.

32. My father buttoned up his pocket. "I can not afford it to-day," said he gently, and we walked out.

33. On entering the town, we stopped again at a china warehouse. "Have you a flower-pot like that I bought some months ago? Ah! here is one marked three shillings and sixpence. Yes, that is the price. Well, when your mother's birthday comes again we must buy her another. This is some months to wait. And we can wait, Sisty. For truth, that blooms all the year round, is better than a poor geranium; and a word that never is broken is better than a poor delf."

34. "I have called to pay your little bill," said my father, entering the shop of one of those fancy stationers common in country towns, who sell all kinds of nicknacks. "And by the way," he added, as the smiling shopman looked over his books for the entry, "I think my little boy here can show you a much handsomer specimen of French workmanship than that work-box which you enticed Mrs. Caxton in raffling for last winter. Show your domino-box, my dear."

35. I produced my treasure, and the shopman was liberal in his commendations. "It is always well, my boy, to know what a thing is worth in case one wishes to part with it. If my young gentleman gets tired of his plaything, what will you give him for it?"

36. "Why, sir," said the shopman, "I fear we could not afford to give more than eighteen shillings for it, unless the young gentleman should take some of these pretty things in exchange."

37. "Eighteen shillings!" said my father; "you would give *that?* Well, my boy, whenever you do grow tired of your box you have my leave to sell it."

38. My father paid his bill and went out. I lingered behind a few moments, and then joined him at the end of a street.

39. "Papa, papa!" I cried, clapping my hands, "we can buy the geranium!—we can buy the flower-pot!" And I pulled out a handful of silver from my pockets.

40. "Did I not say right?" said my father, passing his handkerchief over his eyes; "you have found the two fairies!"

41. Oh! how proud, how overjoyed was I when, after placing vase and flower on the window-sill, I

plucked my mother by the gown, and made her follow me to the spot.

42. "It is his doing, and his money!" said my father; "good actions have mended the bad."

43. "What!" cried my mother, when she had learned all; "and your poor domino-box that you were so fond of! We will go to-morrow and buy it back, if it costs us double."

44. "Shall we buy it back, Sisty?" asked my father.

45. "Oh, no—no—no! It would spoil all," I cried, burying my face on my father's breast.

46. "My wife," said my father, solemnly, "this is my first lesson to our child—the sanctity and happiness of self-sacrifice; undo not what it should teach to his dying day!" And this is the history of the broken flower-pot.

Exercises.

The sound of **t**, as heard in **tone**: his asse*t*s consis*t*ed of promissory notes.

T is silent in the terminations *ten* and *tle* after **s**, as in of*t*en, whis*t*le, &c. It is also silent in ches*t*nut, Chris*t*mas, depo*t*, mor*t*gage, &c.

When **t** precedes any one of the diphthongs **ia**, **ie** and **io**, and at the same time follows an accented syllable not ending in **s** or **x**, it has the sound of **sh**, as: The atten*t*ion of the fac*t*ion was called to the decep*t*ion.

"Shall I not take mine ease *in* mine *inn?*" He *indited* a letter to the jury that *indicted* him. It is *idle* work to worship an *idol*. He went to the *quay* and threw the *key* into the water. The *knave* hid himself in the *nave* of the church. Her mother gave her a *new* hat, because she *knew* her lessons.

LESSON XCIV.

2. **Im'ple-ment**; *n.* an instrument or utensil.
3. **In-fin'i-ty**; *n.* endless number.
4. **In-stru-men-tal'i-ty**; *n.* agency.
6. **Stacked**; *v.* piled up.
9. **Lu'rid**; *adj.* gloomy.
11. **Cor-us-ca'tions**; *n.* flashes.
11. **Par'al-lel**; *adj.* having the same direction and equally distant.
14. **Pud'dled**; *v.* converted from cast iron into wrought iron.
16. **Te-na'cious**; *adj.* apt to hold together.

Iron.

1. Of all the metals, iron is the one which God, in His providence, has distributed most widely and generally throughout the world; it is, of all metals, the most useful to man, but at the same time the most difficult to work.

2. Although the descendants of Adam, long before the flood, had discovered the secret of working iron, the various nations, which sprang up after the dispersion of Babel, lost many of the arts, and most of them sank into barbarism. When any of these savage nations learned once more how to use iron, they progressed rapidly; but, on all the continent of America, not a single tribe of Indians, not even the semi-civilized nations of Mexico and Peru, had succeeded in making the rudest implement of iron.

3. To what an infinity of uses does not civilized man apply this metal! The splendid gold watch depends on the main spring and hair spring, which are made of iron; the learned commits his thoughts to paper with an iron pen; the locomotive and the rails on which it rolls are of iron; the massive steamship and its engines are of iron; buildings are constructed of it, and, even

when made of wood or stone, are bound together by iron in the form of spikes, rails, screws, and bars.

4. The fire we use in our stoves, grates and ranges, is surrounded by iron; water and gas are brought to our houses in iron pipes. It enters into all our machinery and tools; it furnishes the delicate instruments of the surgeon and the immense cutters of our factories. All our wood-work becomes fitted to our use by instruments of iron: the ax swung by the sturdy woodman's arm, the saw in the mill, the plane and other tools in the carpenter's and joiner's hand.

5. Iron is generally found in a very impure condition, combined with other substances, and is subjected to many operations before it is ready for use by the smith or the manufacturer. To treat it properly, two articles are required, coal and lime; and it is certainly not without design, that these are almost always found near beds of iron.

6. The ore of this metal is dug out of the earth like coal, and is then stacked in great heaps, where, by exposure to the air and moisture, it separates, and much of the worthless earthy matter falls off. The iron-ore is then taken to a blast-furnace to be roasted. To reduce it, however, limestone must be added, which unites with the earthy parts of the ore and leaves the iron free.

7. The blast-furnace is a tall, chimney-like structure of stone, lined with fire-brick. After this has been properly heated with coal, and prepared at great cost of time and fuel, a little roasted ore is thrown in at the chimney, or mouth, to which there must be means of approach. Then more coal, more ore and limestone are poured in, until the whole interior is filled with

the necessary materials in the right proportions. Then the blast is urged to its full power, and the smelting of the iron fairly begins.

8. No expense is spared in building these furnaces, and when once lighted, they are never allowed to burn out till they need repairing, but the materials are poured in steadily, at proper intervals, for five and even ten years. No one, who has not visited iron districts like those of Wales or Pennsylvania, can form an idea of these furnaces.

9. A front view of one of these great heavy-breathing, giant blast-furnaces impresses the observer with something like awe; and if he waits till night comes on, he is still better able to appreciate the grandeur of the scene, in the lurid and ever-changing blaze which issues, volcano-like, from the mouth of the fiery furnaces.

10. In about twelve hours after the ore is thrown in, the iron has melted and sinks into a sort of pot called the crucible.

11. Then a tap-hole at the bottom is opened, and the liquid-molten iron, which throws up streams of brilliant coruscations and sparks, flows out, filling up a large number of rough sand-moulds placed in front of the blast-furnace. These moulds consist of parallel trenches, connected by a main channel. Here the iron takes the form of a half cylinder, and is divided into pieces of convenient size, which are called pigs.

12. The limestone, with the earthy matter and cinders has now melted into a kind of glass, called slag, which is run off by an opening at the top of the hearth.

13. Many improvements have been made in the treatment of iron. Bessemer, by leading the molten iron to chambers exposed to a cold blast, obtained steel in a few minutes and succeeded in refining iron by a somewhat longer treatment.

14. When his system is not adopted, the pig-iron has to be refined and puddled by other meltings, to free it from phosphorus and sulphur, and make it ready for the smith or iron-worker.

15. Iron is very hard and may be brought to a high polish and brilliancy, but is generally of a grayish color. United with carbon, it furnishes that most valuable article, steel, which can be tempered to almost any degree of hardness and is therefore admirably adapted for the manufacture of all our cutting instruments.

16. Iron is not only so very malleable, that books with leaves as thin as paper have been made of it, but it is also astonishingly ductile and may be drawn into wire as thin as a hair. Iron wire is so tenacious that a piece, one-twelfth of an inch in diameter, will support a weight of nearly five hundred pounds.

LESSON XCV.

3. **Re-volt'ed**; *v.* rose in rebellion against the government.
4. **An-nex-a'tion**; *n.* union.
8. **Con-front'ed**; *v.* met in opposition.
10. **Con-clud'ed**; *v.* closed, made.

The Seminole War.—The Mexican War.

1. John Quincy Adams became President in 1825. During his term of office, the first railroad in the United States was completed, and the Erie Canal opened. His successor was Andrew Jackson, the hero of New Orleans.

2. Under Jackson's administration a plan was adopted for collecting all the Indians on lands west of the Mississippi River. This led to a long and bloody war with the Seminoles in Florida, who began by surprising General Thompson and some officers near Fort King, and cutting to pieces a small force under Major Dade in the midst of the ˣeverglades.

3. In 1836, Texas, where many Americans had settled, revolted from Mexico, and established her independence after defeating President Santa Anna in the battle of San Jacinto. After this, many settlers from various parts of the United States emigrated to Texas, and the little republic increased rapidly in population.

4. The administrations of Martin Van Buren, William Henry Harrison, and John Tyler were not marked by any great national events, except the annexation of Texas to the United States in February, 1845. This brought about a war with Mexico.

5. James K. Polk, who became President in March,

1845, sent an army under General Taylor, to take post on the Rio Grande. Mexico regarded this act as an invasion, and commenced hostilities.

6. Taylor was attacked by the Mexicans, but defeated them at Palo Alto and Resaca de la Palma. Congress immediately raised a large army, and Taylor advanced on Monterey, where a severe battle was fought, resulting in a victory for the American forces.

7. Santa Anna, the ablest Mexican general, who had been in exile, now returned to his country, and, raising an army, advanced to meet Taylor. A fierce battle took place at Buena Vista, lasting all day; but Taylor, with his little army, defeated Santa Anna and held his ground.

8. Another American army, under General Scott, had landed at Vera Cruz, the principal port of Mexico on the gulf. After capturing that city, Scott marched into the interior towards the capital; but at Cerro Gordo he was confronted by Santa Anna, who had collected a new army, and marched to check him.

9. Scott defeated and drove him back; but did not enter Mexico until after a series of bloody battles, ending with the storming of Chapultepec, a fortress on a steep and rugged hill.

10. A treaty, known as the "Treaty of Guadalupe Hidalgo," was concluded February 2d, 1848. Mexico gave up the disputed territory, with New Mexico and Upper California, the United States paying fifteen millions of dollars. Thus, another increase of territory was added to the country, and it proved a very valuable one, as California was soon found to be one of the richest gold-fields in the world.

LESSON XCVI.

Monterey.

We were not many—we who stood
  Before the iron sleet that day—
Yet many a gallant spirit would
Give half his years if he but could
  Have been with us at Monterey.

Now here, now there, the shot, it hailed
  In deadly drifts of fiery spray,
Yet not a single soldier quailed,
When wounded comrades round them wailed
  Their dying shout at Monterey.

And on—still on our column kept
  Through walls of flame its withering way;
Where fell the dead, the living stept,
Still charging on the guns that swept
  The slippery streets of Monterey.

The foe himself recoiled aghast,
  When striking where the strongest lay,
We swooped his flanking battery past,
And braving full their murderous blast,
  Stormed home the towers of Monterey.

Our banners on those turrets wave,
  And there our evening bugles play;
Where orange boughs above their grave
Keep green the memory of the brave
  Who fought and fell at Monterey.

We were not many—we who pressed
Beside the brave who fell that day;
But who of us has not confessed
He'd rather share their warrior rest,
Than not have been at Monterey?

LESSON XCVII.

3. **E-ma'ci-at-ed**; *v.* wasted away.
9. **Ral'lied**; *v.* became strong again.
25. **Ab-sorbed'**; *v.* wholly engaged
31. **Slopes**; *n.* descending surfaces.

The Rosary and the Dying Warrior.

1. On the second of December 1839, the parish priest of Verdun, in France, was hastily called to the bedside of a dying man.

2. "Quick, Father," said a woman who was impatiently awaiting him at the door of her house, while she earnestly recited her Rosary.

3. The priest entered, to find a room filled with the trappings and trophies of military life. On a large bed, lay an old man, pale and emaciated, who, despite his sufferings, yet retained traces of noble bearing.

4. His faithful house-keeper, Margaret, had long prayed to God, that, ere he died, light might come to his soul, and now that he was on the brink of the grave, she incessantly repeated: "Holy Mary, mother of God, pray for us sinners, now and at the hour of our death;" she was firmly persuaded that so many prayers could not be said in vain.

5. The dying soldier, who had been a colonel in Napoleon's army, would not listen to the priest, and,

though the latter, on his knees, implored him to think of his soul, yet he was unceremoniously dismissed.

6. Feeling himself rapidly sinking, the patient called his house-keeper, who was kneeling at the foot of a crucifix, to his bed-side, and said to her: "My faithful friend, at the passage of the Beresina you saved my life, and ever since have carefully waited upon me. To repay you, I leave you all I have——But why do you weep? Do not add to my sufferings. Courage! sing me a camp song; I like it better than all the prayers or pater-nosters of the priest."

7. Poor Margaret's heart was too full to sing; besides, she had long since forgotten her camp songs, and now only knew the hymns of the church. She had become one of the most zealous members of the Confraternity of the Rosary, and, at this sad hour, her beads were her constant occupation.

8. Shortly after this, when Colonel Eustache had become somewhat quieter, a stately officer, in a brilliant uniform, entered the room, and approaching the bed-side of the dying man, gave the military salute.

9. The warrior rallied, and soon recognized his old friend, Captain Remy. They had both been officers in the Imperial Guards and had fought side by side through all the campaigns of the first Napoleon. After many expressions of mutual joy at their meeting, the conversation ran thus:

10. *Eustache.*—"Just think, Remy, this morning a priest dared to enter my room, to try and make me die like a monk!"

11. *Remy.*—"But my old fellow, would it not be very natural to recommend one's self to the captain of

the file, at the moment of entering upon such a campaign."

12. *E.*—"What! you, an old grumbler sounding the alarm! Would you get on your knees like a nun, and whisper your sins into the ears of a priest?"

13. *R.*—"Why not? I have done it, and do it still."

14. *E.*—"Then beat the retreat. And you were at Austerlitz?"

15. *R.*—"Yes, and so was the emperor; yet *he* sent for a confessor at his last hour. Blessed be the merciful God who sent him a priest to comfort him in his agony."

16. *E.*—"What! Napoleon confessed his sins to a priest?"

17. *R.*—"Yes, my brave; he died a Christian with the name of Jesus on his lips."

18. A violent struggle now began in the heart of the Colonel; should he follow the example of his old leader, or should he die as he had lived? Margaret redoubled her prayers: "Holy Mary, Mother of God," was incessantly repeated until, at last, the prayer was heard; Mary, the "Refuge of sinners," came to her aid. Suddenly the sick man exclaimed:

19. "Remy, Remy, you have won the day! I believe in God—a priest—a priest."

20. *R.*—"Present, brother."

21. *E.*—"Where is he?"

22. *R.*—"Before you."

23. *E.*—"What, Remy, you are——!!"

24. *R.*—"Yes, your old companion in arms is the priest you dismissed this morning."

25. The scene was indescribably touching. The old soldier yielded to the voice of God, made his confession, and received the last sacraments. For a while, he lay absorbed in thought, an inexpressible calm and happiness stole over his face.

26. Resuming his speech, he said to the kneeling soldier-priest: "Remy, this was well done. Be assured I shall also pray for you; not so much on earth as in heaven, where now, through the goodness of God, I hope to go."

27. Margaret approached the bed of her dying master. As he began his agony, he said: "Margaret, when spring comes, you must go on a pilgrimage to Our Lady of Hermits in Switzerland; there for nine days you will pray for the old soldier's soul. My mother had always a great veneration for that sanctuary."

28. "Yes, master," replied the faithful old servant with tears in her eyes.

29. The colonel was drawing near his end: "Brother," said he to his old comrade in arms, "take this cross, which I received from my emperor; it saved my life at Austerlitz, I give it to you. In exchange give me yours—that of my God. It will save my soul."

30. These were his last words. Soon the cries and the sobs of his faithful Margaret announced, that Colonel Eustache had gone to his God.

31. In the following spring, a woman dressed in mourning, her Rosary in her hand, descended the deep slopes of the Hacken Mountain, on her way to the shrine of Our Lady of Hermits. Margaret faithfully fulfilled her promise to her dying master and long and earnestly prayed for the repose of his soul, at that consecrated and highly privileged sanctuary of Mary.

LESSON XCVIII.

1. **Ker'o-sene**; *n.* coal-oil.
2. **Cent'u-ry**; *n.* a period of a hundred years.
10. **Re-torts'**; *n.* the vessels in which substances are distilled.
10. **In-tense'**; *adj.* extreme in degree.

Gas-Light.

1. *Henry.*—"It is a great comfort to live in a city, where you can have gas in the house; you can not carry a candle without dropping wax or grease, and I am always afraid of a kerosene-lamp."

2. *Uncle.*—"It is well then, that you were born in the nineteenth century, for in earlier times gas-light was not used even in cities."

3. *Henry.*—"I had no idea that the introduction of gas was so recent. How did it come to be used."

4. *Uncle.*—"Many people had noticed, that, in burning soft coal and fatty substances, a gas is produced, which catches fire and blazes up, but no one thought of collecting coal-gas and experimenting with it, till, about two hundred years ago, Dr. Clayton, dean of Kildare in Ireland, distilled coal and, collecting the gas in a bladder, amused his friends by lighting it."

5. *Henry.*—"Oh! I have seen something similar; one of my school-mates once put some soft coal in the bowl of a pipe, which he then closed with moist plaster of Paris. When the plaster hardened, he put the bowl in a fire, and after a time, gas came out of the stem of the pipe, and we lighted it."

6. *Uncle.*—"Then you knew practically how gas is made; but, like Dr. Clayton, you did not apply your knowledge. It was not till 1792, that coal-gas was used to light up a house. In that year Mr. Murdoch, an engineer in Cornwall, England, distilled gas from coal, and collecting it in a receiver, led it, by means of pipes, to his house and office."

7. *Henry.*—"I suppose, when people saw this, they began to use it at once."

8. *Uncle.*—"No; they did not. He lighted up a factory in 1802; but it was not until Christmas-day, 1814, that the streets of London were lighted with gas, a company having erected suitable works. The gas was not pure, however, and the smell of it very objectionable. It was gradually introduced into factories and large shops; but few private houses used it till the manufacture was greatly improved."

9. *Henry.*—"I have often passed gas-works, but have never entered one. How is the gas made there?"

10. *Uncle.*—"The apparatus consists of retorts made

of fire-clay or cast iron, set in brick-work over furnaces. These retorts are filled with coal, then closed and made air-tight. A fire is kindled in the furnace, and the intense heat causes the coal to give out gas, which ascends by stand-pipes to a large pipe, partly filled with water, called the condensing main."

11. *Henry.*—"Is there no coal left in the retorts?"

12. *Uncle.*—"The substance left in the retorts is coke, which you have often seen."

13. *Henry.*—"What becomes of the gas that is in the condensing main?"

14. *Uncle.*—"The gas, which is very impure, deposits tar and ammonia in the main, and thus partly purified is led to a cooler, or condenser, where more tar is deposited, and finally through lime, which completes the purification."

15. *Henry.*—"Is it brought directly to the house then?"

16. *Uncle.*—"No; you have seen near gas-works large cylinders between columns, fitted with chains and pulleys. These are called gasometers, and are inverted cylinders of sheet iron, placed in tanks containing water. The water fills the gasometer at first, but, as the gas enters through a pipe at the bottom of the tank, the gasometer is gradually filled with gas and forced up, the pullies and weights serving to balance it. When the gas is needed for use, another pipe is opened, and the weight of the gasometer forces the gas through it into the iron pipes, laid in the streets, and from these it is led into the houses."

17. *Henry.*—"I think, that, so far, I understand what you have told me. But sometimes we read of gas explosions; what causes these?"

18. *Uncle.*—"As a general thing they are the result of carelessness. When gas escapes into a closed room, either from neglect to turn it off properly, or from a leak in the pipe, it forms with the air of the room a mixture which, in certain proportions, if brought in contact with a light, explodes with terrible effect. When the smell of gas is perceived in a house, the windows should be opened and the rooms properly ventilated, before a light is brought in. Then there will be no danger."

19. *Henry.*—"Thank you, uncle; I will try to remember all this and, some other time, will get you to explain other subjects that have puzzled me."

LESSON XCIX.

1. **Un-curbed'**; *v.* not furnished with a curb or wall.
1. **Dis-tract'ed**; *v.* crazed.
1. **Ac'cents**; *n.* words.
2. **Vent'ure**; *v.* to risk.
3. **Log'ic**; *n.* the science of reasoning.
3. **Pate**; *n.* the head.

Fortune and the Boy.

Beside a well, uncurbed and deep,
A school-boy laid him down to sleep:
(Such rogues can do so any where.)
If some kind man had seen him there,
He would have leaped, as if distracted;
But Fortune much more wisely acted;
For, passing by, she softly waked the child,
Thus whispering in accents mild:

"I save your life, my little dear,
And beg you not to venture here

Again, for, had you fallen in,
I should have had to bear the sin;
But I demand, in reason's name,
If for your rashness I'm to blame."

With this the goddess went her way:
I like her logic, I must say.
There takes place nothing on this planet,
But Fortune ends, whoe'er began it,
In all adventures good or ill,
We look to her to foot the bill.
Has one a stupid, empty pate,
That never serves him, till too late,
He clears himself by blaming Fate.

LESSON C.

1. **Fer'vid**; *adj.* ardent, zealous.
4. **Res-er-voir'**; *n.* a place where anything, especially water, is kept in store.
4. **Trib'u-ta-ry**; *adj.* contributing.
6. **Cir-cum'fer-ence**; *n.* the curve including a circle.
9. **Tour'ists**; *n.* those making a journey.
9. **In'ti-mat-ed**; *v.* suggested.

The Lakes of Killarney.

1. The Lakes of Killarney are the most interesting and the most celebrated part of Ireland — a scene which far surpasses, in natural beauty, aught that nature has supplied elsewhere in Great Britain; for, with scarcely an exception, the devoted worshipers of Loch Katrine, and the fervid admirers of the northern English lakes, have yielded the palm to those of Killarney.

2. The three lakes have very distinct characteristics: the Lower Lake is studded with islands, all richly clothed with evergreens; the Upper Lake is remarkable for its wild magnificence, the mountains completely enclosing it, and the Middle Lake is conspicuous for a happy mingling of both—yet inferior to the one in grace and beauty, and to the other in majestic grandeur.

3. The romantic beauties of the Killarney lakes were celebrated ages ago. In a very ancient poem they are classed as "the tenth wonder" of Ireland. The Irish name is Loch Lene, "the Lake of Learning," according to some authorities—a name by which it is still recognized among the peasantry, and which it is presumed to have derived from the number of learned monks by whom its monasteries of Inisfallen, Mucross and Aghadoe were at one time crowded.

4. The lakes are formed and supplied by numerous minor lakes that exist in the surrounding mountains, and may be described as an immense reservoir for the several rivers that also flow into them, having received on their way the waters of innumerable tributary streams.

5. The only outlet for the waters thus collected is the narrow and rapid river Laune, a channel along which they proceed to the Atlantic through the beautiful Bay of Dingle.

6. The Upper Lake is somewhat more than two miles in length; it is in no place more than a mile in breadth; in circumference being about eight miles. It is narrow and straggling; the islands it contains, though small, are numerous and gracefully wooded; but its chief value is derived from the mountains—the most

conspicuous being "the Reeks"—by which it is, on all sides, surrounded, and which throw their dark shadows upon the water, so as to give it a character of gloom, in perfect keeping with the loneliness of the scene.

7. The narrow and winding channel that leads from the Upper to the Middle Lake is full of interest and beauty; the water is clear and rapid, and on either side it is amply wooded.

8. The Middle, or Mucross, Lake is more sheltered and less crowded with islands than the other lakes. Near it, on the ×peninsula of Mucross, is the far-famed abbey of that name. The great tributary to this lake is the beautiful Torc cascade, supplied from a lake in the neighboring mountain.

9. Tourists generally prefer the Middle Lake to either of its sister rivals. It is more cheerful, and in parts more beautiful; but, as we have intimated, less graceful than the one, and far less grand than the other.

10. In the Lower Lake, there are about five and thirty islands, of all sizes and proportions, and nearly all of them are luxuriantly clothed in the richest verdure and foliage. The principal in extent and the most distinguished for beauty are, Ross, Innisfallen and Rabbit Island, but, among the lesser, there are several that surpass their comparatively grand neighbors in natural loveliness and grace.

11. Sweet Innisfallen receives from all tourists the distinction of being the most beautiful, as it is certainly the most interesting, of the lake islands. Its peculiar beauty is derived from the ×alternating hill and dale within its small circle; the elegance of its miniature creeks and harbors, and the luxuriance of its evergreens.

12. It far surpasses in interest any one of its graceful neighbors, inasmuch as here, twelve centuries ago, was founded an Abbey, of which the ruins still exist, from which afterwards issued the "Annals of Innisfallen" among the earliest and the most authentic of the ancient Irish histories. The original manuscript, preserved for centuries in this abbey, is now in the Bodleian library in England.

LESSON CI.

1. **Ex-pand'**; *v.* to become larger.
1. **Con-tract'ed**; *v.* reduced.
1. **Flask**; *n.* a long, narrow-necked bottle.
4. **In-sert'ed**; *v.* set in.
5. **Her-met'i-cal-ly**; *adv.* completely closed.
9. **Con-du'cive**; *adj.* leading.

The Thermometer.

1. Bodies expand by heat and are contracted by cold. A common illustration of this, is to take an iron ball and an iron ring a little too small for the ball to pass through, and then heat the ring, after which the ball will pass through it easily. Or, if a glass flask is filled with water, and then heated, the water, as it becomes hot, will expand till it runs over.

2. This property, common to all bodies, supplies a means, by which the degree of heat in the air or in any substance, at a given time, can be readily and exactly ascertained. The instrument, by which it is thus measured, is called the thermometer, or heat-measurer, and is constructed in the following way:

3. A glass tube, of, say, from six to nine inches in

length, with a hollow ball or bulb at one end, is provided. Into this bulb mercury is introduced, till it is full.

4. To effect this, the open end is inserted into a vessel of pure mercury, and the bulb is heated by a lamp. The air in the bulb and tube becoming heated, expands, and a part of it escapes through the mercury. The tube is then allowed to cool, and, as the remaining air contracts, the mercury rises into the tube and bulb to take the place of the expelled air.

5. Then the tube is held over a charcoal fire till the mercury boils and, expanding, occupies the whole tube, which is at once hermetically closed by melting the glass at the end. As the mercury cools, it sinks till it occupies, perhaps only a third or a fourth of the tube.

6. The tube is now ready to be fastened to a metal scale by little clamps, a hole in the plate giving room for the bulb. The bulb is placed in melting ice, and the mercury is presently found to sink still further to a fixed point, which is marked on the scale; it is next placed in boiling water, and the height, to which the mercury rises, is marked with equal care.

7. If the same thing is done again and again, it will be found, that, in every case, the points, to which the mercury falls in the ice or rises in the boiling water, will be always the same. It will be found also, that the colder a body is, with which the thermometer is brought into contact, the lower the mercury sinks, and that it rises in proportion to the heat of a body.

8. In the thermometers used in this country and England, called Fahrenheit's, from the inventor, the freezing point is at 32 degrees, and the boiling point at

212°; consequently, the space between is divided into 180°, and 32° below the freezing point is zero.

9. Besides the freezing and boiling points, thermometers are generally marked "temperate" at 60°, and "summer heat" at 76°. By means of this instrument the changes in the temperature of the atmosphere are readily noted, and in winter it is extremely useful in regulating the heat of our rooms, which we are apt to keep higher than is conducive to health. When the thermometer in a heated room has risen to 65°, the fire should be checked.

LESSON CII.

2. **Dread**; *n.* fear.
2. **Baf'fled**; *v.* defeated.
4. **Throes**; *n.* extreme pains.
6. **Man'dates**; *n.* commands.

Christ Stilling the Tempest.

Fear was within the tossing bark
  When stormy winds grew loud,
And waves came rolling high and dark,
  And the tall mast was bowed.

And men stood breathless in their dread,
  And baffled in their skill,
But One was there, who rose and said
  To the wild sea: "Be still!"

And the wind ceased,—it ceased! That word
  Passed through the gloomy sky,
The troubled billows knew their Lord,
  And sank beneath his eye.

And slumber settled on the deep,
  And silence on the blast,
As when the righteous fall asleep,
  When death's fierce throes are past.

Thou that didst rule the angry hour,
  And tame the tempest's mood,—
O, send Thy Spirit forth in power
  O'er our dark souls to brood!

Thou, that didst bow the billow's pride,
  Thy mandates to fulfil,
So speak to Passion's raging tide!
  Speak, and say: "Peace! be still!"

The Ways of God are ways of mercy still;
Full many a blessing springs from seeming ill.

LESSON CIII.

2. **Pre-cedes'**; *v.* occurs before.
3. **Pre-em'i-nent-ly**; *adv.* greatly above others.
5. **Sym'bol-ized**; *v.* represented by.
6. **Com-mem'o-rat-ed**; *v.* celebrated with honor.
7. **Cy'cle**; *n.* a period of time in which a certain succession of events is completed.

The Ecclesiastical Year.

1. The better to teach her children the great truths of Religion and the more strongly to impress upon their minds the Mysteries of Redemption, the church has appointed certain religious feasts to be kept. That these may never be forgotten, and may follow each other in due order, the Ecclesiastical Year is divided into three parts, to wit: 1st, From Advent to Lent; 2d, From Lent to Pentecost, and 3d, From Pentecost to Advent again.

2. Advent means *Coming*, and immediately precedes Christmas, the feast in which the church celebrates the first coming of Christ upon earth. The four Sundays of Advent represent the four thousand years before the coming of Christ upon earth, when the world lay buried in the darkness of infidelity, and the knowledge of the true God was confined to the Patriarchs and, after them, to the Jewish nation.

3. During Advent, the priest wears purple vestments, as a sign of sorrow and penance. There is no "Gloria in Excelsis" said at mass, and all noisy amusements are forbidden, that thus, in penance, the world may prepare for Christmas, the most beautiful of all the festivals of the year, when young and old, great and

small, become children with Christ, their new-born King. Christmas is pre-eminently the feast of childhood, because on that day Christ was born—a child to the world.

4. The birth of Christ is three-fold. 1st, His eternal generation in the bosom of His Father; 2d, His birth of the Blessed Virgin, at Bethlehem, and 3d, His birth in the soul, by grace. These three births are symbolized by the three masses that every priest is permitted to say on Christmas-day. Then the joy of the Christian world bursts forth in the glad song of "Glory to God in the Highest," sung for the first time by the angels, when, on the first Christmas morn, they announced that a Saviour was born.

5. After Christmas comes the feast of Saint Stephen, the first martyr, who was stoned to death, and, like his Master upon the cross, died praying for his enemies. Then follow in quick succession the feasts of the Circumcision and Epiphany, the former reminding us, that, on the eighth day after His birth, Christ first shed His blood; the latter telling of the visit of the wise men, who came from the far-off East to adore Him.

6. On the second of February is commemorated the Presentation of Christ in the Temple; a feast also known as Candlemas, because on that day are blessed the candles to be used in the church during the year. Candles are also blessed to be used by the faithful, either at their private devotion or where the sacraments are to be administered to the sick.

7. Lent, the second cycle of the Ecclesiastical Year, begins with Ash-Wednesday, a day deriving its name from the custom of blessing ashes and sprinkling them

on the heads of the faithful, to remind them that dust they are, and unto dust they shall return.

8. During Lent there is no "Gloria" sung at mass, and again, as in Advent, the priest is clad in purple; amusements are laid aside, and in imitation of Christ's fast of forty days, the faithful are commanded to fast and do penance for their sins.

9. On Passion Sunday, to remind us of the sorrow and suffering of Christ, the crucifixes and pictures in the church are covered and remain so till Holy Saturday. On Palm Sunday palms are blessed, distributed among the people, and carried in procession round the church, to commemorate the triumphal entry of Christ into Jerusalem.

10. The institution of the Blessed Sacrament is commemorated on Holy Thursday. On this day the consecrated Host, which is to be consumed at the mass of the next day, is kept on a side-altar, decorated with flowers and lights, and called the Repository. From the mass of this day to the mass of Holy Saturday, no church-bells are rung,—a sign of the deep sorrow of the church.

11. On Good-Friday all is hushed: the altars are bare, the priest is clad in deepest black, and the plaintive song of the church tells the agony of her heart. The great sacrifice of the mass has ceased, and the pall of death is upon the world. Christ dies.

12. Holy Saturday, the day on which Christ's body lay in the tomb, is spent in silence and meditation. At the mass of this day, is blessed the new fire, struck from a rock, a fit emblem of Christ, who is both a light to the world and a rock to His church.

13. The Baptismal Water and the Paschal Candle are blessed after the reading of the prophecies that

foretold the coming of Our Saviour. Then, in the calm repose of expectation, the world awaits the glorious dawn of Easter-day to burst forth in a grand Alleluia of praise to Christ risen from the dead.

LESSON CIV.

1. **Peal**; *n.* sounds.
2. **Decked**; *v.* clothed.
3. **Wont**; *v.* accustomed.
4. **In'ter-val**; *n.* space of time between events.
4. **Ush'ers**; *v.* introduces.
4. **A-bid'ing**; *v.* permanent dwelling.
5. **Solve**; *v.* to explain.
9. **De-tained'**; *v.* held.

The Ecclesiastical Year. Concluded.

1. As Christ rose at early morn, so, at dawn of day, the bells ring out their merry peal to tell us of Easter and of Christ risen from the dead. By His death Christ showed Himself man; but by His Resurrection He proved Himself God.

2. The season of the year when Easter comes, also contributes much to the general joy. Winter is past, and spring is come; the merry song of the birds tells of their return to cheer us with their presence; the trees are clothing themselves in softest green, and the fields are decked in fairest flowers. All nature is waking from its wintry sleep, as if to join the church in joyful praise, for Christ has risen triumphant over sin and hell.

3. The first Sunday after Easter is called Whit-Sunday, because in ancient times the Catechumens, that were baptized on Holy Saturday, were wont to wear up to this day the white robes, that were put on

them at their baptism. After Easter come the Rogation days, or days of prayer, when the church calls upon her children to pray for preservation from all evil, for the attainment of all things necessary for their spiritual and temporal welfare, but especially for the blessing of God on the fruits of the earth.

4. Forty days after Easter the Ascension of Christ into heaven is celebrated, and another interval of ten days ushers in the feast of Pentecost. It commemorates the day, on which, in accordance with the promise of Christ, the Holy Ghost came in the form of fiery tongues and sat upon His Apostles, filling them with courage and wisdom, and power and strength, to go forth to teach and convert the world. With this first Pentecost began the abiding presence of the Holy Ghost in the Church, a presence, that has never ceased and never will cease, till time shall be no more, because Christ promised, that the Holy Ghost should forever abide with His church and teach her all truth.

5. The Sunday following Pentecost is Trinity Sunday, and with it begins the third part of the Ecclesiastical Year. There is nothing peculiar either in the mass or the vestments of the priest to distinguish Trinity Sunday from any other Sunday, because, on that day, the church would teach her children, that the mystery of the Trinity no man can solve, no created being comprehend. Hence this feast is celebrated in silence and deepest meditation, the mind contemplating in awe and fear the three persons of the God-head, the Father as the Great Ruler of the universe, the Son as the Redeemer of mankind, and the Holy Ghost as Sancti- of the world.

6. Thursday in the second week after Trinity Sunday, is that great feast of love, Corpus Christi, on which we celebrate the bodily presence of Christ in His Church. It was not enough for Christ to die for the world, but, as a new and wonderful proof of His love, He yet remains on earth, even after his ascension into heaven, to console the weary and faint of heart. On Holy Thursday the Church celebrated the institution of the Blessed Sacrament, but that was a joy mingled with the sorrows of Holy Week.

7. Another and more fitting time was needed, when the Christian heart could give itself to holiest joy and boundless praise of Him, who, through love for man, lives upon our altars to feed and strengthen us with His own body and blood. Hence the feast of Corpus Christi or "the Body of Christ," was instituted, that on this day, by processions, flowers, and lights, we might pour forth our hearts in praise and love.

8. Besides these greater feasts that speak to us of God, His nature, and His works, there are others that tell us of His mother. Such are the Annunciation and Assumption, the one, to remind us how, more than eighteen hundred years ago, the angel Gabriel was sent by God to Mary, the humble virgin of Nazareth, to announce to her, that she had been chosen of all the daughters of Eve, as alone worthy to be the mother of the long-looked-for Redeemer; the other, to recall to our minds, that, when in obedience to the decrees of God the Blessed Virgin died, she was immediately raised to life again and in triumph carried up by the angels into heaven, where, body and soul united, she is and will be for eternity.

9. There are also the lesser feasts, of the Saints, as

those of Peter and Paul, and John, and other apostles, together with those of that heroic band of martyrs and confessors who have adorned the history of the Church from the beginning even to our own times. All these minor festivals end and are included in the glorious feast of All Saints, on which are gathered together all Christian heroes, the known and the unknown, that none may pass without their due share of praise. But, as the Church forgets none of her children, she adds the feast of All Souls, on which we pray for the dead detained in Purgatory, that they may soon be freed from their sufferings.

10. All Souls closes the Ecclesiastical Year, but it begins again with Advent, followed by that round of feasts and joys, that tell us of another year of hopes and sorrows. Beside these feasts there are the Sunday obligations of rest and worship, when the holy sacrifice is offered, the Scriptures are read and the people instructed.

11. But it is not enough to know and believe, we must practice and live up to our Faith; Charity, Truth and Justice must be our watch-words. As did the Saints, so must we walk in the ways of perfection, until we reach the House of gold, where never-ending joy and a crown of glory await those who serve God in spirit and truth.

Exercises.

W is generally silent after a vowel in the same syllable, as in blo*w*, gro*w*n.

It is always silent before **r** in the same syllable, as: The *w*retched man sprained his *w*rist. The ans*w*er was *w*rong. The wheel-*w*right *w*rought the tire.

LESSON CV.

9. **Cur'rent**; *n.* that which moves in a given direction.
12. **Trick'le**; *v.* to run down.
17. **Hoar'frost**; *n.* white frost.

Clouds.

1. *Henry.*—"Uncle, as we have a little spare time this morning, will you please tell me, where the clouds get the rain, which they scatter so plentifully upon the earth?"

2. *Uncle.*—"With much pleasure; but first tell me, where does the water in the pond go?"

3. *Henry.*—"Go! why, it dries up to be sure!

4. *Uncle.*—"Dries up? Did you ever see dry water? If you put a little water in a saucer and expose it to the sun, it will disappear, it is true, but the last drop will be as wet as the first. Guess again."

5. *Henry.*—"Well, I don't know; unless it evaporates like the water in a boiling kettle. Am I right?"

6. *Uncle.*—"Yes; only the evaporation is much slower and invisible."

7. *Henry.*—"Do you then mean to say, that the clouds get their moisture from the earth?"

8. *Uncle.*—"I do; nor is it so hard to understand. Please listen. By one of the great laws of nature, the moisture on the surface of the earth is constantly passing away in the form of vapor.

9. It is also a well-known fact, that air, when heated, rises; this is seen by the smoke of the chimney. Now, when the air nearest to the earth becomes heated by the action of the sun, it rises and carries with it those vapors, that are being constantly formed. As soon as

these invisible vapors meet the colder air of the upper currents, they are partly condensed and form the clouds, which you see floating above you."

10. *Henry.*—"I can understand that the vapors should rise and become invisible, just as the water boiling in the kettle does; but how do they become condensed?"

11. *Uncle.*—"I will try to explain it to you. Did you ever notice, that on a hot summer day, the outside of a pitcher filled with ice-water is covered with moisture, and that, no matter how often it is wiped, it gets wet again?"

12. *Henry.*—"Oh, yes, and if left long enough, heavy drops will form and trickle down the sides."

13. *Uncle.*—"Well, you know, that these drops do not come from the inside of the pitcher, for that is perfectly water-tight, so they must come from the outside. I will now explain how it occurs.

14. "Warm air will hold more moisture than cold; the ice-pitcher being very cold, the air next to it becomes reduced in temperature, and that part of its moisture, which it could contain only at the higher temperature, will condense and settle on the pitcher."

15. *Henry.*—"Oh, now I see; the cold air of the upper atmosphere condenses the rising vapors into clouds, just as the cold ice-pitcher condenses the moisture of the hot air; and I suppose that, when enough has been condensed to make heavy drops, then they fall to the earth, as rain. Am I right?"

16. *Uncle.*—"Yes, quite right. It needs more condensation, however, to cause rain than to form clouds. When a cloud drifts into a colder current of air, or two clouds of different temperatures meet, this greater condensa-

tion takes place, and the greater the difference in the temperature the heavier will be the rain. If the air is very cold, below the freezing point, there will be hail or snow instead of rain.

17. "Dew is formed in much the same way. When on a clear, still night the earth cools rapidly, the atmosphere next to it is reduced in temperature also, then a part of its moisture condenses and falls on the surface of the earth in the form of dew, or, when the earth cools below the freezing point, appears as hoar-frost. Do you understand all now?"

18. *Henry.*—"All but one thing: how do we get rain and snow in winter, when everything is frozen up? Nothing can evaporate then."

19. "*Uncle.*—"You are mistaken. You remember I told you, that evaporation is continually going on, day and night, in summer and in winter, from ice as well as from water, though in summer and at sea faster than in winter or on land. Hence, the fall of rain is heavier in summer than in winter, and greater near the sea than inland; yet the winter's snow is caused by evaporation, the same as the summer's rain.

20. *Henry.*—"But I have heard of places where it seldom, if ever, rains."

21. *Uncle.*—"Yes; this is the case on the coast of Peru, in the great deserts of Sahara and Cobi, and parts of the eastern slopes of the Rocky Mountains, which are called the rainless regions.

22. "Wherever, from geographical causes, the local evaporation is very limited, while the upper currents of air are comparatively dry, because they have either risen from the same places, or lost their moisture in passing over large tracts of land or through large

mountainous districts, there it can not rain. On the other hand there are places, where it will rain constantly for months, as in Chili, Patagonia, and some of the Equatorial regions."

LESSON CVI.

Glean'ing; *v.* collecting.
Tim'e-ous-ly; *adv.* in good time.
Com-pli'ance; *n.* obedience.
Suf-ficed'; *v.* satisfied.

The Dexterous Thief.

A cunning wit, but graceless sinner,
Who oft by swindling got a dinner,
And who in all things had a way
To beg, steal, cheat, or anything but *pay;*
Sauntered into a chemist's shop one day
In *gleaning* mood.
The shopman, bowing, asked his pleasure?
"Sir," quoth the rogue, "'twould be a treasure,
Indeed it would,
If I could buy *strength*, or by weight or measure:
My stomach fails at such a rapid rate,
I go on weekly in more weakly state:
What shall I *do?* What do you recommend?"
"*Steel lozenges*," was answered by the attending minister of drugs. Just then
Some one came in to buy a pennyworth of something or another:
The shopman turned his back—and t'other
(The rogue I mean),
Noting the well-filled lozenge-boxes as they lay
Upon the counter, stole one, and then stole away,
He thought unseen;—

But 'twas not so—the shopman's eye
Had glanced upon him timeously.
Quick as a shot from shovel, ran
Close at his heels, the druggist's man,
Who soon did catch him.
"When taken" (doctors say) "to be *well shaken*,"
And just so fared our rogue. Yet not forsaken
By impudence, or tricks, to save his bacon
(*There* few could match him)
He clear'd his throat, and then, to clear his honor,
Spoke thus: "Hold, hold! I'll not be put upon, nor
Abused for placing on *your words* too much reliance:
You said '*Steal lozenges*,'—I did so, in compliance;
And, as I took them from the *counter*, it
Was no *real* taking, but a *counter-feat!*"
This pleading proved the rogue no fool,
And quite sufficed to overrule
The shopman's anger—who, like many a one,
Urged to a laugh, forgave the mischief done,
And with a caution half pathetical
Dismissed his rogueship, lozenges and all:
And even, lest his stingy master should
Whine at the knave's bad action, *made it good.*

Exercises.

The *maid* had just *made* ready the supper. We *missed* our way on account of the *mist*. He received a *medal*, because he minded his own affairs and did not *meddle* with others. *No* one man can *know* everything. *Our* reports come in every *hour*. The *palate* is the roof of the mouth; a *pallet* is a small and poor bed, and a *palette* is the board or tablet on which a painter lays and mixes his colors.

LESSON CVII.

1. **Ar-rears'**; *n.* what remains unpaid.
10. **Gap'ing**; *v.* wide open.
11. **Throng**; *n.* crowd.
20. **Or'der-ly**; *n.* an officer who attends a superior officer for the purpose of bearing his orders.

Sister Martha, the Peasant of Thoraise.

1. "If you can not pay the arrears of your rent by to-morrow night, out you go."

2. With these words, the steward of the Count Varonne abruptly left the cottage. The poor woman to whom he had been speaking, sighed piteously, and lifting her hands and eyes to heaven, exclaimed:

3. "Good Lord! I have no hope but in Thee. To Thy mercy I trust my cause! Do not forsake me."

4. As she turned to resume her work, she called out: "Anne, Anne, you have had no breakfast, dear." Opening a closet, she took from it a slice of bread, and said: "Here, take this, but I have no butter or preserves to give you with it, poor darling."

5. The little girl, who was about nine or ten years old, took the dry bread and answered cheerfully:

6. "Never mind, mother. It won't make me sick to have none. But what is the matter with you; you look so sad?"

7. Unwilling to share her trouble with one so young, the woman made no answer, but said: "Your aunt, the cook, has sent us some cakes to-day, and I want you to take them to your brothers and sisters at school. You can have one too, if you wish it."

8. "In that case," replied the child, "I will not eat my breakfast now, but wait till my brothers and sis-

ters eat theirs." Then picking up her bonnet and basket, she was soon on her way to the school.

9. Anne tripped along cheerfully, humming an air to herself. Presently she heard the tramp of horses, and, as she reached a bend in the road, saw a body of troopers, followed by a number of men on foot, all arrayed in red uniforms.

10. These seemed like soldiers, but were unarmed. As they came up to the little girl, the officer in command ordered a halt. Anne stopped to look at them, and soon learned from the peasants, who flocked around with eyes and mouths gaping, that the men in red were prisoners.

11. Having satisfied her curiosity, little Anne again started on her errand. As she was pushing through the throng, she heard a sigh. Turning round to find from whom it came, she saw a man stretched on the grass and looking so deathly pale, that she ran towards him, impulsively crying:

12. "What is the matter, my poor man?"

13. The man himself made no answer, but his nearest comrade, who understood a little French, said: "He is dying of hunger, child, as we all are."

14. "Dying of hunger!" repeated the little girl in dismay, and she instinctively opened her basket, intending to give its contents to the sufferer, but a thought struck her.

15. "They are not mine," she said to herself. Still one cake and the slice of bread were her own, and these she hastily took out and gave to the prisoner, who eagerly devoured them. The others put out their hands and looked at her so piteously, that Anne's eyes filled with tears.

16. "I have not the heart to refuse them," she said aloud. "If my brothers and sisters were to see these wretched men, they would gladly part with their cakes. Even if they be angry, and mother should whip me, I can not help it. I can not see these poor men die of hunger, for I know what hunger is."

17. Without further hesitation, this child, who had not yet breakfasted and was really hungry, opened the basket a second time and distributed its contents among the men.

18. It was a touching sight; the big men holding out their large bronzed hands and receiving from her tiny fingers their portion of the food.

19. "I have no more left," she said at last, looking sadly at those who had received nothing.

20. Just then the officer in command approached. At first he was inclined to amuse himself with the

child, by pretending to be angry with her for aiding the enemy. But when he learned how generously she had acted, and that she had not yet breakfasted herself, he was inexpressibly moved. He was just about to ask her name and where she lived, when an orderly rode up for orders, and Anne took the opportunity to slip away.

21. As she had nothing now for her brothers and sisters, she turned towards home, dreading her mother's scolding. "I must tell the truth, though," she said to herself, "and let God take care of me."

LESSON CVIII

1. **De-ject'ed-ly**; *adv* sadly.
2. **Dis'taff**; *n.* the staff for holding the flax or wool, in spinning by hand.
23. **Ev'i-dent**; *adj.* apparent, easily seen.
24. **Des'o-lat-ed**; *v.* ruined.
24. **In-firm'**; *adj.* weak.

Sister Martha, the Peasant of Thoraise. Concluded.

1. When Anne reached home, she found everything in confusion. Her mother was dejectedly counting some money, while every now and then she stopped to wipe the tears from her eyes. Her sick father, who had not been out of bed for months, was seated by the window.

2. Anne inquired the cause of the trouble and learned that, as they could not pay the rent of the cottage, they had been notified to leave it.

3. "You might better get the dinner ready," said the sick man to his wife, "than tell the child all these things."

4. "You have had your dinner, long ago," sadly answered the poor woman, "have you forgotten it?"

5. "But you and the children?"

6. "We do not need anything. My sister sent me some cakes, which Anne took to the other children, and as for me, I have no heart to eat."

7. When Anne heard this, she burst into tears and then told her parents of her adventure with the poor prisoners, and how she had divided the contents of the basket.

8. Her mother was very angry, but could not withstand the artless innocence of the child. She finally forgave her daughter, and made her partake of some soup.

9. Anne seemed very absent-minded as she ate her soup, and had no sooner finished it than she asked her mother, if she might go out for a while.

10. "Do not ask me where," she said, "only give me your permission."

11. Her parents consented to let her go, and smoothing her hair and taking unusual pains to arrange her dress, the little girl left the cottage.

12. As the afternoon was late, Anne walked rapidly, and was soon in sight of the residence of Count Varonne. Near the castle, an old woman, who, with a distaff in her hand, was sitting outside her cottage, addressed her.

13. "Where are you going so late, Anne Biget? To read a bit for a sick woman, or to cheer a poor creature in some way? You are a good child."

14. "I do not deserve your praise, Mother Simonne," answered the little girl. "My father has been ill for a long time and can not pay the rent of our cottage.

So I thought, if I could see the Count Varonne and tell him just how the case is, he might wait a little longer."

15. "No doubt he would, dear. But he has just returned from war, and as his great friends are flocking to welcome him home, I hardly think you will be able to see him. But look!" she exclaimed, "who are these little ones coming up the road? Ah!" she continued, "they are the count's children, come to see their old nurse."

16. The children ran up and embraced the old woman, and a few minutes later a gentleman approached. Bowing to Mother Simonne, he inquired after her health. Anne was about to leave, when looking up she recognized the officer to whom she had spoken that morning. At the same time he caught sight of the child's face, and exclaimed:

17. "Why, it is my little friend with the cakes. What are you doing here?"

18. "She was on her way to see you, my Lord," said the old woman.

19. "And what can I do for you, my child?" kindly asked the gentleman. "Do you want more cakes to give our enemies?"

20. "Oh, no, my Lord," timidly answered Anne. "It is a very different matter. My father has been sick for some time, and as he can not pay your rent, we are to be turned out of the cottage we live in."

21. "Go home to your parents, my dear," said the Count, "and tell them not to trouble themselves about the money. Parents, capable of bringing up such a child, must be good, honest people. I would give my heart's blood to see my children act as you did this

morning. Here," he continued, as he placed a purse in her hands, "is something to repay you for the cakes you gave away."

22. Hardly knowing what she did, Anne dropped a courtesy, stammered forth her thanks, and then ran home as fast as she could.

23. Her parents were quite frightened when she rushed in, almost out of breath, but presently she burst into tears and felt so far relieved as to be able to tell her story. Her father's and mother's evident joy was all the reward she asked.

24. Anne Biget did not become a famous or clever woman, renowned for learning or talent, but when she grew older, entered the Order of the Visitation as a lay-sister. During the long wars, which desolated Europe at the beginning of this century, she devoted herself to the care of the sick and infirm, and especially to those in prison, and, as Sister Martha, was soon known throughout Continental Europe as the friend of the prisoner.

25. Emperors, kings, and Humane Societies recognized her zeal and charity, and when on the 29th of March, 1824, she yielded up her soul to God, she was mourned as few of the great ones of this world ever are.

If just ambition rightly rule
The golden years you spend at school,
You will not waste the measured power,
Nor idly spend one precious hour.

LESSON CIX.

3. **In-trud'er**; *n.* one who enters where he has no right.
3. **Sti'fle**; *v.* to deaden, to extinguish.
4. **Sup-pressed'**; *v.* smothered.
9. **Re-luc'tant-ly**; *adv.* unwillingly.
11. **De-mure'**; *adj.* grave.

Honesty is the Best Policy.

1. Demetrius Gallitzin, a Russian prince, and convert to Catholicity, having embraced, after his ordination, the laborious life of a missionary, founded a settlement in the mountainous regions of Western Pennsylvania, where he labored with untiring zeal for the spiritual and temporal welfare of the scattered Catholics. He would accept of no remuneration from his congregation, and what is more, he devoted to his mission all the money he could draw from Europe. Whatever he possessed belonged to the poor.

2. In a time of scarcity, he opened his gates and doors to the needy, permitting them to help themselves without a word, though careful that no one should take anything by stealth. One night he was startled by the cautious step of a man, who was stealthily making his way to the good priest's barn, where the hay was kept. With still lighter step Father Gallitzin followed him.

3. The intruder was, however, no ordinary thief; he was a poor man, driven to extremes by hard necessity, but too proud to beg. He tried to stifle the voice of his conscience; his only cow had eaten that night the last wisp of hay. "If the cow has no food," he murmured aloud, "she can give no milk; if my children

have no milk, they must starve, as there is certainly nothing else for them. The Father has plenty of it, he will not miss a little."

4. Meanwhile he had prepared a bundle of hay, when suddenly he stopped, "Honesty is the best policy!" he exclaimed with a suppressed voice; a pause—then the fall of a bundle—and the poor man fled hastily from the scene of his temptation.

5. Father Gallitzin was touched with compassion. His good heart beat quickly. What was he to do? Could he wait till morning to give aid, while one of his families was passing a sleepless night? Impossible!

6. "Come! come!" he cried out, entering the room of his hired man. "Wake up, I want you!" The man did not answer very promptly, and he repeated: "Come, get up quickly and harness the sled."

7. "Harness the sled!" repeated the man in his amazement; "why, your Reverence, it's mid-night!"

8. "I know that," insisted the priest, "but you must harness up the sled and carry a load of hay to Mr. ——— right away."

9. It was some time before the good priest could persuade the man that he was in earnest. "Faith, and they'd think me crazy to wake them up at this hour," he muttered in no good humor, as he reluctantly prepared to obey this strange order.

10. "Well," he asked gruffly, coming round to the priest's room, after loading the sled, "what shall I say to him for rousing him up like this?"

11. "Oh," answered Gallitzin, glancing up from his book with a demure look about the corners of his mouth, "just leave the hay, and tell him: 'Honesty is the best policy.'"

12. None the wiser, the man went his way, carrying out the unaccustomed freak of his master. It is likely, however, that the receiver of the hay was not so slow of comprehension.

13. Rev. Demetrius Gallitzin died in his mission of Loretto, May 6th, 1840. His laborious life furnishes a brilliant page in the annals of the Catholic Church in America.

LESSON CX.

2. **In-au-gu-ra'tion**; *n.* the act of being introduced into office.
5. **Ac-ces'sion**; *n.* the act of reaching an office.
12. **Trans'ports**; *n.* ships for carrying soldiers.
13. **Flo-til'la**; *n.* a fleet of small vessels.
14. **Re-en-force'ments**; *n.* additional troops to strengthen an army.
17. **In-vest'ed**; *v.* given the office of.

The Civil War.

1. On the discovery of gold in California, such numbers of settlers poured into that territory, that cities sprang up, and in a few years it was admitted into the Union as a State.

2. General Zachary Taylor became President of the United States in 1849, but he died about a year after his inauguration, and the Vice-President, Millard Fillmore, succeeded.

3. Under the next President, Franklin Pierce, a struggle began between the North and South about the introduction of slavery into the territories of Kansas and Nebraska.

4. This became more violent during the administration of James Buchanan, and the public mind was

inflamed by the attempt of John Brown to incite a general insurrection of the slaves in Virginia.

5. The Presidential election in 1860 caused great excitement. When it became known that Abraham Lincoln of Illinois, the candidate of the Republican party, was elected, South Carolina and several other Southern States seceded from the Union and set up a new government, calling themselves the "Confederate States." They at once seized the forts, navy-yards and custom-houses belonging to the United States.

6. On the 12th of April, 1861, a few weeks after the accession of President Lincoln, the Confederates attacked Fort Sumter in Charleston harbor. It was gallantly defended, but finally forced to surrender. This roused the North. Lincoln called for 75,000 volunteers, and the Northern States responded, but Virginia, North Carolina and Arkansas at once joined the Confederacy.

7. The South rapidly put armies in motion, and collected a force in Virginia, threatening Washington. General Scott, as Commander-in-chief, sent an army, under McDowell, to force back the Confederates, but on the 21st of July the United States troops were terribly defeated at Bull Run.

8. General McClellan then took command, and after putting Washington in a state of defence, moved down with an army to Fortress Monroe, and, in March, 1862, advanced on Richmond. He had nearly fought his way to it, when the administration at Washington called off a force, which was co-operating with him, and, just as Richmond was about to fall into his hands, he was forced to withdraw to the James River, which he reached after a series of bloody engagements known as the Seven Days' Battles.

9. McClellan was then recalled to Washington, and General Pope placed in command of the forces, but the Confederate General, Lee, advanced upon Pope, drove him back to Bull Run, and defeated him with terrible loss. After this Lee carried the strong position of Harper's Ferry, and pushed on into Maryland.

10. McClellan, restored to command, reorganized his army, and in September, 1862, attacked Lee at Antietam. A bloody battle followed, each army numbering about a hundred thousand men. Lee was beaten and fell slowly back to Virginia. Other generals then succeeded McClellan, but the opposing armies were too well matched to end the struggle.

11. The government of the United States, with its powerful fleet, had, during these operations, captured Newberne in North Carolina, Port Royal in South Carolina, Fort Pulaski in Georgia, and finally in April 1862, Admiral Farragut sailed up the Mississippi and engaged the Confederate fleet.

12. The battle was a most desperate one; thirteen United States gunboats and three transports, were lost, but the Confederate fleet was destroyed. An army under General Butler then occupied New Orleans, which had been abandoned by the Confederates after they had burned the remains of their fleet, and most of the shipping and cotton.

13. In the West, fighting began in Missouri in 1861, and in February of the following year General Grant, aided by a flotilla, reduced Fort Henry on the Tennessee, and pushing on attacked Fort Donelson on the Cumberland, which, after a desperate battle, surrendered, on the 16th February, 1862, with about 13,000 men.

14. Grant advanced southward, but was defeated at Pittsburg Landing and driven back. After receiving re-enforcements, however, he attacked Beauregard and drove him to Corinth.

15. The United States then gradually carried all the Confederate positions on the Mississippi except Vicksburg, which, for a long time, resisted all their efforts.

16. A series of battles had been fought in Kentucky and Tennessee, beginning at Mill Spring. The most severe of these battles was the seven days' fight at Stone River, where Rosecrans utterly defeated Bragg, the Confederate general, and drove him past Chattanooga into Georgia. Bragg, however, having received powerful re-enforcements, defeated Rosecrans at Chickamauga.

17. On the 4th of July, 1863, Grant compelled Vicksburg to surrender, and moving with his army to Tennessee, defeated Bragg at Chattanooga. He was then made Lieutenant-General, and invested with the supreme command of the armies of the United States. Leaving General Sherman to pursue the army before him, Grant proceeded to the East.

18. There another bloody battle had been fought, and a victory gained on the very day that Vicksburg surrendered. General Lee, after defeating General Hooker at Chancellorville, made another movement northward. He once more crossed the Potomac, and advanced into Pennsylvania. General Meade, in command of the army of the United States, met him at Gettysburg, and in one of the bloodiest battles of the war, lasting from the 1st to the 3d of July, 1863, defeated the Southern general, who had been so often victorious. Lee then fell back, followed by Meade.

19. When Grant took the general command, he pressed Lee steadily back, while General Butler operated with another army south of James River. A number of bloody battles were fought, and Grant at last had Lee fast at Petersburg.

20. Here every inch of ground was desperately fought for, but Grant cut off Lee's communications with the South and with all sources of supply. Lee then abandoned Petersburg and Richmond and endeavored to join the other Confederate armies in the South, but was compelled to surrender with his whole force at Appomattox Court House.

21. Sherman had driven Bragg south, defeated Hood at Atlanta, and marched across the country to the sea, taking Savannah and Charleston. He had pressed on into North Carolina, when the tidings came of the fall of Richmond. Then General Johnston surrendered to Sherman the other great army of the Confederacy. Jefferson Davis, the President, fled southward, and the government, set up by the seceding States, crumbled to pieces.

22. Just as the country was congratulating itself on the restoration of peace, President Lincoln was assassinated at Washington, April 14, 1865.

Exercises.

Some one *rapped* at the door, and the officer *wrapped* his cloak about him. I have *read* of *red* snow, but I have never seen it. The mill-*wright* was *right*. The *rose*-bushes were set out in *rows*. The goods were offered for *sale*, before the family set *sail* for Europe. Did you ever *see* a vessel at *sea* in full sail?

LESSON CXI.

God Save the Commonwealth.

God of mercy, hear Thy people,
While they humbly pray before Thee,
By Thy goodness, we implore thee,
Save, O Lord, the Commonwealth.

Bless the land with peace and plenty,
Keep in brotherly communion
All the States of all the Union,
Save, O Lord, the Commonwealth.

Teach us how to love our Country,
All her righteous laws revering,
Hating no one, no one fearing,
Save, O Lord, the Commonwealth.

Grant America Thy blessing,
Let her sons in every region
Cherish truth and love religion;
Save, O Lord, the Commonwealth.

On the land and on the ocean,
Bless and grant our Country's banner,
Let it ever float with honor,
Save, O Lord, the Commonwealth.

Bless the Army and the Navy;
Guard our commerce from disaster,
Be our Father and our Master,
Save, O Lord, the Commonwealth.

LESSON CXII.

3. **Ar-raigned'**; *v.* accused.
6. **Co-ad-ju'tor**; *n.* an assistant.
11. **Sub'se-quent-ly**; *adv.* at a later time.

John Hughes, Archbishop of New York.

1. Among the distinguished members of the Catholic Church in the United States, there has not been one who has exercised a wider influence than Archbishop Hughes. By the magnetism of his genius and his deep insight into all the springs of public feeling, this great man won the attention of the serious men in the country of every shade of political and religious thought.

2. For years his opinion on all great questions was looked for eagerly, and read with attention. Full of the strength inspired by a just cause, he eloquently arraigned those who sought to mislead the public mind. This fearless course gave him, in the end, a commanding position, and when, at the outbreak of the Civil War, the government at Washington called upon Archbishop Hughes to go to Europe to advocate the cause of the Republic at the court of France, and in other states, all recognized the fitness of the selection.

3. John Hughes was born on the 24th of June 1797, at a place called Annaloghan in the county Tyrone, Ireland. When but a youth, he resolved to devote his life to the service of God, and his father, a comfortable farmer, sent him to school to prepare for his entrance into an ecclesiastical seminary. Misfortunes came, however, and his young hands were needed on the farm.

4. Seeing his hopes dashed in his native country, but determined by his own energy to effect the great

desire of his heart, he crossed the Atlantic and sought by manual labor to acquire sufficient means to enter the college of Mount St. Mary's at Emmitsburg, Maryland, with which a theological seminary was connected.

5. There were no vacancies, for the institution could then admit only a few; but young Hughes offered to fill any post, however menial, provided he was permitted to study. As a gardener was needed, he at once accepted the position and filled it faithfully. There could be no doubt of the vocation of such a man, and he was soon relieved from his humble station.

6. After studying and teaching at Mount St. Mary's for several years, he was made deacon, and then proceeding to Pennsylvania, was ordained by Bishop Conwell. It was not long before he was known as a zealous, active and learned priest, and as pastor of St. John's Church, Philadelphia, became so highly esteemed, that he was proposed as coadjutor-bishop.

7. He soon evinced his great talent for controversy in two discussions with a Presbyterian clergyman, who had wantonly assailed the Catholics and challenged them to meet him. This controversy placed the Reverend Mr. Hughes in the very first rank as a learned and able divine.

8. In 1837, he was appointed coadjutor to Bishop Dubois of New York, who was sinking under age and infirmity. In his new dignity, Bishop Hughes showed great ability, establishing order, relieving churches from overwhelming debt, erecting new churches, and encouraging schools.

9. The public schools of New York at the time, in both their system and their books, were so hostile to

Catholics, that no Catholic child could enter them. A movement was made to obtain for the parochial schools a part of the school-fund, as had formerly been the custom. Bishop Hughes advocated the Catholic cause in a debate before the Common Council, in which he

was opposed by some of the ablest Protestant lawyers and ministers.

10. The effort of the Catholics failed, but they succeeded in securing a new system of public schools, which are now free from many of the old objections, although not such as Catholics can safely use.

11. As Bishop and subsequently as first Archbishop of New York, he introduced religious orders to organ-

ize colleges, academies, hospitals and asylums, as well as schools for both sexes.

12. His lectures, discussions, and controversies showed his constant activity and zeal, endearing him to the people, not only of his own diocese, but of the whole country; and when he expired in January 1864, the Catholics of the United States felt that one of their greatest men had fallen.

LESSON CXIII

A Hundred Years to Come.

Who'll press for gold this crowded street,
A hundred years to come?
Who'll tread yon church with willing feet
A hundred years to come?
Pale, trembling age and fiery youth,
And childhood with his brow of truth,
The rich and poor, on land, on sea,
Where will the mighty millions be,
A hundred years to come?

We all within our graves shall sleep,
A hundred years to come;
No living soul for us shall weep,
A hundred years to come.
But other men our land will till,
And others then our streets will fill,
And others words will sing as gay,
And bright the sunshine as to-day,
A hundred years to come.

LESSON CXIV.

4 **E-lat'ed**; *v.* puffed up with pride.
6. **Court'e-sy**; *n.* civility.
6. **Def'er-ence**; *n.* respect.
9. **Slunk**; *v.* sneaked.

The Philosopher Rebuked.

1. Vain people are constantly taking to themselves the honors intended for others, and thus make themselves ridiculous. Just before the French revolution, a striking example of this occurred near Paris. Men had been plotting for years to overthrow religion and the state. Some of them were men of learning and, to impose on the ignorant, called themselves philosophers.

2. One of these philosophers, full of vanity, believed that all the world had read and admired the wicked and foolish books he had written against religion. He supposed, that he had destroyed the Church and that all looked upon him as a wonderful man.

3. One day, while out walking, he lost his way, and after a time found himself near one of the gates of Paris, in a neighborhood that was not familiar to him. Seeing a bench, he gladly sat down, for he was quite tired.

4. It was near a public road, and passengers on foot and in vehicles of every kind passed by. He had been seated but a moment, when a gentleman, cantering by on a fine horse, lifted his hat as he passed. The philosopher was elated. He returned the salute with dignity.

5. Then the window of a carriage was dropped, a lady bowed low and murmured some words that he

did not catch. He was beside himself with joy. That all Paris knew and esteemed him, was quite clear to his mind.

6. So many saluted him, that he soon grew weary of taking off his hat to return the courtesy, and laid it beside him on the bench. He could scarcely believe

his eyes. Not even the king could be better known or treated with greater deference. His fellow-philosophers would die of envy if they could but see how he was honored.

7. At last a woman came up, and, kneeling down near him, began to murmur some words, that he could not make out, but he stopped her at once. "My good woman," said he, "I wish you would show your

respect for me in some other way. I know, that I have done a great deal for the human race, but I can not allow you to pray to me."

8. The woman looked up indignantly. "Pray to you! What are you raving about? You must be a fool! Look up and see."

9. The philosopher did look up and beheld a statue of the Blessed Virgin, the object of all the honor he had taken to himself. While the poor woman continued her devotions, the crest-fallen philosopher clapped on his hat and slunk away, stung to the quick.

10. His boasting was crushed. Religion was still honored, and he only proved the words of Scripture: "Show me a fool, one who is proud in the conceit of his heart."

LESSON CXV.

Monk Felix.

One morning, all alone,
Out of his convent of gray stone,
Into the forest older, darker, grayer,
His lips moving as if in prayer,
His head sunken upon his breast
As in a dream of rest,
Walked the Monk Felix. All about
The broad, sweet sunshine lay without,
Filling the summer air;
And within the woodlands as he trod,
The twilight was like the Truce of God
With worldly woe and care;

Under him lay the golden moss;
And above him the boughs of hemlock-trees
Waved, and made the sign of the cross,
And whispered their Benedicites;
And from the ground
Rose an odor sweet and fragrant
Of the wild-flowers and the vagrant
Vines that wandered,
Seeking the sunshine round and round.
These he heeded not, but pondered
On the volume in his hand,
A volume of Saint Augustine,
Wherein he read of the unseen
Splendors of God's great town
In the unknown land,
And, with his eyes cast down,
In humility he said:
"I believe, O God,
What herein I have read,
But, alas! I do not understand!"

And lo! he heard
The sudden singing of a bird,
A snow-white bird, that from a cloud
Dropped down,
And among the branches brown
Sat singing
So sweet, and clear, and loud,
It seemed a thousand harp-strings ringing.
And the Monk Felix closed his book,
And long, long,
With rapturous look,
He listened to the song,

And hardly breathed or stirred,
Until he saw, as in a vision,
The land of Elysian,
And in the heavenly city heard
Angelic feet
Fall on the golden flagging of the street.
And he would fain
Have caught the wondrous bird,
But strove in vain;
For it flew away, away,
Far over hill and dell,
And instead of its sweet, sweet singing
He heard the convent bell
Suddenly in the silence ringing
For the service of noonday.
And he retraced
His pathway homeward sadly and in haste.

In the convent there was a change!
He looked for each well-known face,
But the faces were new and strange;
New figures sat in the oaken stalls,
New voices chaunted in the choir;
Yet the place was the same place,
The same dusky walls
Of cold gray stone,
The same cloisters and belfry and spire.

A stranger and alone
Among that brotherhood
The Monk Felix stood.
"Forty years," said a Friar,
"Have I been Prior
Of this convent in the wood,

But for that space
Never have I beheld thy face!"

The heart of the Monk Felix fell:
And he answered with submissive tone,
"This morning, after the hour of Prime,
I left my cell,
And wandered forth alone,
Listening all the time
To the melodious singing
Of a beautiful white bird,
Until I heard
The bells of the convent ringing
Noon from their noisy towers.
It was as if I dreamed;
For what to me had seemed
Moments only, had been hours!"

"Years!" said a voice close by.
It was an aged monk who spoke,
From a bench of oak
Fastened against the wall;—
He was the oldest monk of all.
For a whole century
Had he been there,
Serving God in prayer,
The meekest and humblest of his creatures.
He remembered well the features
Of Felix, and he said,
Speaking distinct and slow:
"One hundred years ago,
When I was a novice in this place,
There was here a monk, full of God's grace,

Who bore the name
Of Felix, and this man must be the same."

And straightway
They brought forth to the light of day
A volume old and brown,
A huge tome, bound
In brass and wild boar's hide,
Wherein were written down
The names of all who had died
In the convent, since it was edified.
And there they found,
Just as the old monk said,
That on a certain day and date,
One hundred years before,
Had gone forth from the convent gate
The Monk Felix, and never more
Had entered that sacred door.
He had been counted among the dead!
And they knew, at last,
That, such had been the power
Of that celestial and immortal song,
A hundred years had passed,
And had not seemed so long
As a single hour!

Exercises.

The lady sat in one of the front *tiers*. and was moved to *tears* at the sight. They went *to* the city and bought *two* dresses. "The clerk he *told* the sexton and the sexton *tolled* the bell." In *vain* they tried to stop the bleeding from the *vein*. "I go on *weekly* in a more *weakly* state."

LESSON CXVI.

3. **Vi-cis'si-tudes**; *n.* changes.
9. **An'arch-y**; *n.* the state of society where the laws are not efficient.
9. **Con'clave**; *n.* an assembly.
14. **Con-vened'**; *v.* called together.
17. **Pat'ri-mo-ny**; *n.* church revenue.

Pope Pius IX.*

1. When we read in history of illustrious men, we often wish we had lived in their day. Hereafter people will look back and long to have lived in the days of the great Pope Pius IX.

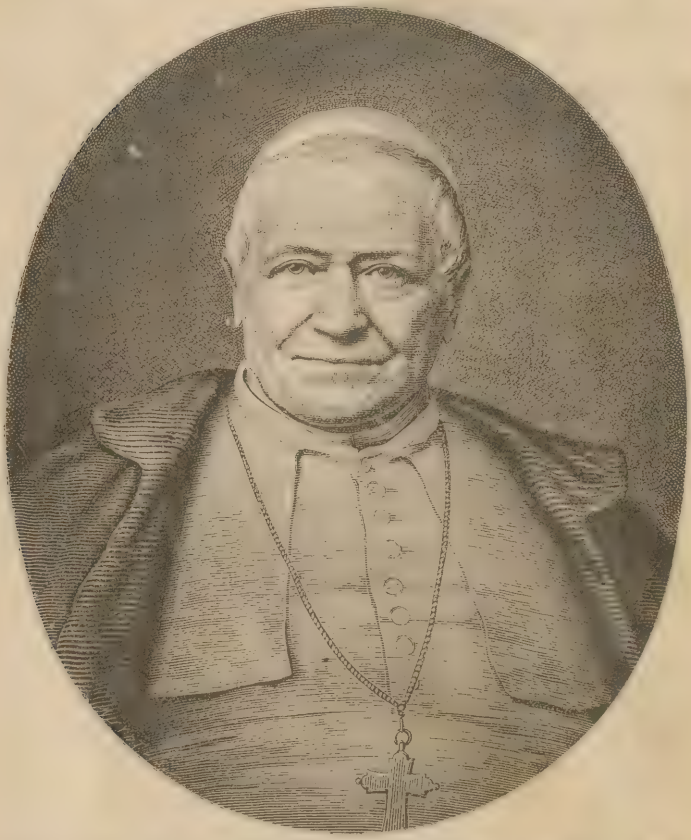
2. In all the long line of sovereign pontiffs, who have filled the chair of St. Peter, who have seen nations rise, great empires fall, and states run their whole course of existence, — in all this line, there is no Pope, who has reigned so many years as Pius IX. He has outlived even "the years of Peter," as the duration of the Pontificate of the great apostle St. Peter is often called, and which no Pope has ever before reached.

3. Few have had their career, as Heads of the Church, marked by greater vicissitudes, reverses and trials; few have performed in the government of the Church more important acts or have struggled more steadfastly against all the evils that threaten the fold of Christ.

4. Many of the Popes are honored as saints, and in Pius IX., we see all that seems to us to stamp the saint: sanctity of life, a boundless devotion to our Blessed Lord and his Holy Mother, the spirit of prayer, patience, fortitude, and a charity, that embraces the world.

* This great and good Pope passed to his reward in heaven on the 7th of February, 1878. He was succeeded in office by the Holy Father Leo XIII.

5. John Mary Mastai Ferretti was born at Sinigaglia, in the Papal States, May 13th, 1792, of a noble and pious family. Formed in his own home to virtue, he sought, as a young man, admission into the Pope's noble guard, but his ill health was an obstacle. He



recovered, however, after making a pilgrimage to Loretto, and resolving to enter the church, began his studies in a seminary.

6. His zeal was shown by his interest in the home for neglected boys, begun by John Borgi, a poor mason;

and when he was ordained priest, the only post he solicited, was that of chaplain to this obscure house, where he lived for five years. But his merit was not overlooked; Pope Pius VII. selected him to accompany Archbishop Musi as auditor on a mission to Chili and other states in South America.

7. The future pope sailed from Genoa in a brig and, after a long and stormy voyage, reached Buenos Ayres. Leaving that city, he crossed the plains, constantly beset by roving Indians, and, scaling the mighty Andes, descended the Pacific slope, to that beautiful spot, to which the Spaniards gave the name of Valley of Paradise, Valparaiso. After completing his labors there, Archbishop Musi and his auditor sailed for Lima, but nearly perished in a storm.

8. On his return to Italy, new honors rewarded his merit. In 1827, Pope Leo VII. made him Archbishop of Spoleto, and five years later Pope Gregory XVI. transferred him to Imola. In these sees, he won the attachment of all, priests and people, by his zeal, his piety, and his love for the poor. On the 14th of December, 1840, he was created cardinal.

9. In 1846, while Europe was heaving with the spirit of revolution and anarchy, Pope Gregory died. Fifty-four cardinals met in conclave. On the third day, Cardinal Mastai Ferretti was chosen Pope, and his accession was welcomed with the utmost joy.

10. He gave the people a much larger share in the government than they had previously enjoyed, but this power was at once abused by conspirators, and Pius IX., who, but a year or two before, had been applauded by the whole world, was, in February, 1848, a prisoner in his own palace; his prime minister was assassinated,

and his chaplain shot almost at his side. He finally escaped to Gaeta, in the Kingdom of Naples, and did not return to Rome, till France had overthrown the desperate men, who had seized that city.

11. On the 8th of December, 1854, Pope Pius IX., surrounded by bishops from all quarters of the globe, issued a decree, defining the Immaculate Conception of the Blessed Virgin as an article of faith.

12. Then, other trials came. In 1860, the King of Sardinia, who, aided by France, had driven the Austrians out of Italy, proclaimed himself King of Italy, and, soon after, seized most of the Papal States and menaced Rome itself.

13. But the great Pope went on with his heaven-appointed work: founding new missions throughout the world; establishing new sees even in the frozen north and the burning deserts of Africa; canonizing illustrious servants of God as new examples of virtue; arousing the zeal of the faithful; encouraging piety; exhorting all, to care for the Catholic education of the young, the all-important want of our times, when the spirit of the world and of evil seeks, by cunning or violence, to rob the Church of the rising generation.

14. To meet the wants of the Church, he, in 1868, convened a General Council, which met in the Vatican, on the 8th of December, 1869, and continued its labors for nearly a year.

15. One of the important acts of this council was the distinct definition of the Infallibility of the Pope, declaring that, from his decisions in all matters of faith and morals, there is no appeal. Before the close of the Council, the King of Sardinia, taking advantage of the war between France and Germany, stormed the

holy city, and Pius IX. became a prisoner in the hands of his enemies.

16. Rome, to the grief of the afflicted Pontiff, soon changed its old character as the capital of the Christian world; vice and impiety stalked the streets, and were scattered broad-cast in vile publications. Churches, convents and institutions of learning were seized and despoiled, and ribald soldiery and the horses of the troops were installed within buildings that had, for centuries, been consecrated to prayer. The clergy were deprived of all resources, and religion, in its very capital, was mocked and oppressed.

17. Robbed of the states which had been the patrimony of his predecessors for a thousand years, Pius IX. found a richer treasure in the affections of Catholics throughout the world, whose offerings now poured in to meet his wants. Deprived of temporal power, with religion oppressed on every side, the great Pope stands like an unshaken rock, a mystery to the enemies of the Church, who look in awe on the aged, feeble pontiff, whom all their power and all their schemes have failed to crush.

PRONOUNCING VOCABULARY OF FOREIGN AND INDIAN NAMES OCCURRING IN THIS READER.

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The sounds of the marked letters used above are as follows: ā as in fate; ă less prolonged; ä as in fat; a obscure; â as in far; ē as in mete; ĕ as in met; e obscure; ĭ as in pine; ĭ as in pin; ō as in go; ŏ less prolonged; ŏ as in got; ū as the French u; ў short as in short ĭ; N, the nasal sound in French; eh as k; ġ as j; g as in get.

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